

Cornell University  
Announcements  
New York State  
College of  
Human Ecology  
1972-73

A Statutory College of the State University,  
Cornell University, Ithaca, New York



# Cornell University

## New York State College of Human Ecology

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#### Cornell University Announcements

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# Cornell Academic Calendar

1972-73

Registration, new students	Thursday, August 31
Registration, continuing and rejoining students	Friday, September 1
Fall term instruction begins, 7:30 a.m.	Monday, September 4
Thanksgiving recess:	
Instruction suspended, 1:10 p.m.	Wednesday, November 22
Instruction resumed, 7:30 a.m.	Monday, November 27
Fall term instruction ends, 1:10 p.m.	Saturday, December 9
Independent study period begins, 2:00 p.m.	Saturday, December 9
Final examinations begin	Thursday, December 14
Final examinations end	Friday, December 22
Registration, new and rejoining students	Thursday, January 18
Registration, continuing students	Friday, January 19
Spring term instruction begins, 7:30 a.m.	Monday, January 22
Spring recess:	
Instruction suspended, 1:10 p.m.	Saturday, March 17
Instruction resumed, 7:30 a.m.	Monday, March 26
Spring term instruction ends, 1:10 p.m.	Saturday, May 5
Independent study period begins, 2:00 p.m.	Saturday, May 5
Final examinations begin	Monday, May 14
Final examinations end	Tuesday, May 22
Commencement Day	Friday, May 25

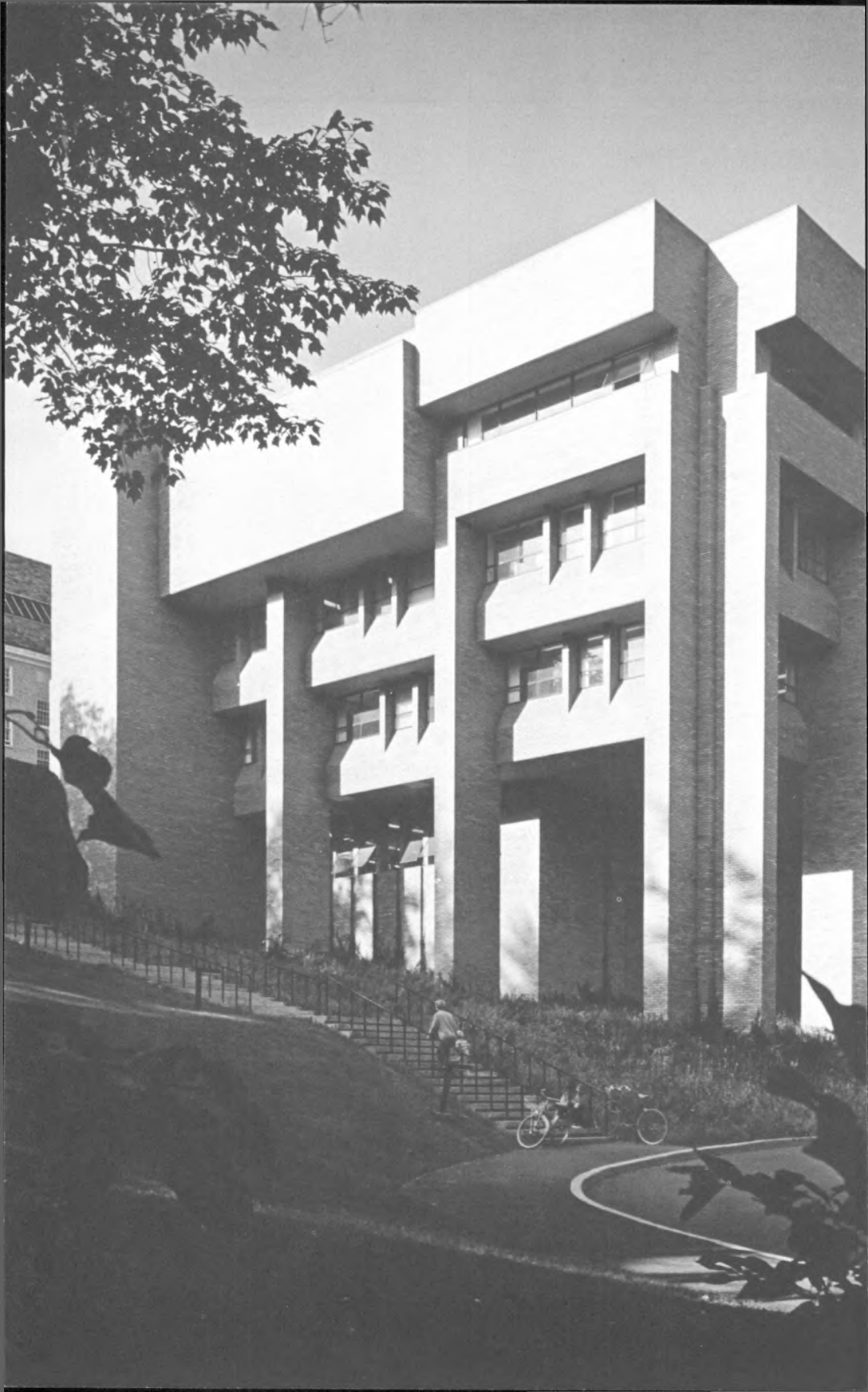
The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.



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# Cornell University

## The New York State College of Human Ecology

The New York State College of Human Ecology is one of four statutory colleges of the State University of New York at Cornell University. A land-grant college, it receives support for teaching, organized research, and public service programs from both the state and federal governments. Faculty members are part of the Cornell University faculty and students receive their degrees from Cornell.

The College program focuses on the study of human development and the quality of the human environment. It is particularly interested in problems of human welfare that are of compelling significance in contemporary society: nutrition and health, the family in poverty, urban housing and environmental design, the consumer in the marketplace, the stability of the family, and the effects of technology on food, clothing, shelter, and interpersonal relationships. In each phase of its program, the College of Human Ecology is committed to improving human development in the family as well as in the broader institutional setting.

Five strong departments provide the foundation for the College. All are rooted in the basic academic disciplines, and at the same time are committed to the problem-solving orientation of the College. The departments complement rather than compete with each other in formulating interdisciplinary solutions for complex human problems. By pooling their resources, these departments train students and conduct research in an environment that is both academically strong and professionally oriented. Students also have the opportunity to elect studies in

the other divisions of the University.

The College's many public service and continuing education activities are conducted in conjunction with the county Cooperative Extension associations and the Federal Extension Service. In addition, the College plans and carries out a variety of special workshops and training programs.

Organized research, which undergirds both the graduate education and public service functions of the College, is supported basically by state funds, in cooperation with a variety of public and private agencies.

### **The Undergraduate Program**

The aim of the undergraduate program of the New York State College of Human Ecology is twofold: to provide, through the facilities of the College and the University, a liberal education in the social and natural sciences, the humanities, and the arts; and to provide specialized instruction, based upon these disciplines, as preparation for professional careers in which the interests and well-being of the individual, the consumer, and the family are paramount.

The uniqueness of the undergraduate program lies in opportunities for an interdisciplinary approach to the solution of human problems. Because the educational program of the College guarantees students both a liberal education and professional specialization, graduates are prepared to select from a wide variety of career and graduate-study opportunities. The wide diversity of majors offered in the College allows the student to apply work in the natural and social sciences

## 6 Undergraduate Program

and the humanities to his major in College. Besides completing departmental majors, some students also fulfill additional professional requirements for the internship of the American Dietetics Association or for certification in nursery-kindergarten teaching, in home economics education, or in health education. *The College does not offer preparation for certification in elementary education.*

### Student Participation

Students have played an active role in the development of the College program since its earliest history and have had two members on the faculty committee concerned with educational policy since the 1940s. Under the present College organization, each department has a Departmental Council composed of two graduate students and four undergraduate students, elected by the students from among those majoring in the department, and four faculty members selected by the department faculty. The Departmental Councils are a forum for communication and discussion among faculty and students on matters of academic policy and procedure. The Councils may set up ad hoc panels for hearing student grievances, except those which are the responsibility of other college or University groups, and for recommending solutions for such grievances to the appropriate decision-making body.

The graduate and undergraduate student members of the Departmental Councils meet with the dean to discuss academic matters and issues of mutual interest. This group selects from among its members two students to be members of each of the following standing committees of the faculty: Committee on Undergraduate Education; Committee on Academic Services; Committee on Graduate Education.

In addition to participating in the development of College policy and program through the organizations described above, students have an opportunity to affiliate with several special interest groups: Student chapter, American Association for Textile Technology; Cornell chapter, American Home Economics Association; and the Cornell student chapter, National Society of Interior Designers.

### Admission to the College

It is the policy of this College and Cornell University actively to support the American ideal of equality of opportunity for all, and no student shall be denied admission or be otherwise discriminated against because of race, color, creed, sex, family background, religion, or national origin.

As part of the State University of New York, the College selects students on their own merits from private and public high schools and colleges throughout the State; a limited number of out-of-state students are selected.

Since each year there are three to four times as many applicants as places available for new students, admission to the New York State College of Human Ecology is competitive and selective. The types of students sought, the criteria for admission, and the selection procedures followed are established by the faculty of the New York State College of Human Ecology. Selection of students is the responsibility of the Faculty Committee on Admissions.

Preference is given to able students who are interested in solving compelling problems of human welfare and family well-being and who wish to approach theoretical and problem-centered courses from an analytical, critical view and who seek responsible roles in careers focusing on those aspects of human development and the quality of human environment appropriate to this College.

Cornell University has a Committee on Special Education Projects (COSEP) that receives referrals from agencies including the Cooperative Program for Educational Opportunity (CPEO), National Scholarship Service for Negro Students (NSS-FNS), National Achievement Scholarship Program (ASPIRA), an organization established by Puerto Rican Forum, Inc., and Search for Education, Elevation, and Knowledge (SEEK).

### Visits to the College

For those students and parents who wish to visit the College, group meetings are held weekdays starting at 10:30 a.m. and 3:00 p.m. (each lasting about an hour) except from February 1 through mid-April and holidays. Saturday sessions are discouraged but may be arranged at 10:00

a.m. if no other time is convenient. Students should write in advance indicating the time they prefer to visit the College.

The purpose of the group conference is to provide information about the College and the University. A personal interview is not required for selection purposes, and students should be aware that they will not be evaluated for admission during their visit to the College. It is possible to meet with a counselor individually after a group conference; however, the session is not an evaluative one.

The Cornell University Ambassadors offer prospective applicants an opportunity to meet with an undergraduate student in the College to provide a student's view of life at Cornell. Arrangements for an ambassador tour should be made at least one week prior to a visit to the campus.

If a student indicates an interest in meeting with a faculty member in a specific area of study in the College, an effort will be made to arrange an appointment.

## Quotas

As a state-supported institution, the College limits out-of-state students who can be accepted to 15 percent of the entering class. The ratio of applicants to places available in the out-of-state group is higher than for New York State applicants. There are no other quotas used; no county, city, or school quotas exist.

## Secondary-School Preparation

The New York State College of Human Ecology admits freshman students who have demonstrated achievement as indicated by their high school records and who have strong academic potential as indicated by results of the College Board Scholastic Aptitude Test or the American College Testing Program.\* The freshman class entering in the fall of 1971 had a total median College Board Scholastic Aptitude Test (SAT) score of 1212; 41 percent of the freshmen had SAT verbal scores of 600 or higher and 62 percent had mathematical scores of 600 or higher. Eighty-eight percent were in the top fifth

of their high school graduating classes.

Applicants must offer sixteen academic units to include four units of English, three units of college-preparatory mathematics, and one unit of biology, chemistry, or physics. The remaining units shall be drawn from history or social studies, foreign language, additional science and mathematics. It is strongly recommended that students complete both one unit of biology and one unit of chemistry or physics prior to admission. Students entering the College without previous study in (a) biology or in (b) chemistry or physics will be required to complete a semester course in the respective area in order to meet general graduation requirements.

Entrance unit credit will be granted in those subjects in which the candidate attains the passing mark of the secondary school. A score of 500 or higher (on the appropriate College Board Achievement Test) or a passing grade on the appropriate New York State Regents Examination may also fulfill an entrance unit requirement.

For selection purposes, unit requirement completion will be determined by grades at the end of the seventh term. When scores on College Board Achievement Tests or New York State Regents Examinations are involved, the determination of units will be made on the basis of test scores available to the Committee on Admissions at the time selections are being made.

## College Entrance Tests

United States and Canadian applicants (freshmen and transfers) are required to offer results of the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). The College prefers students to offer scores from tests administered in December of their senior year, but scores from tests administered before December of the senior year will be accepted.

The College does not require students to take any of the achievement tests of the College Entrance Examination Board. However, students taking the achievement tests for other colleges to which they are applying are encouraged to have their scores sent to Cornell University and these scores will be made a part of the student's total application record. The

\* Effective spring 1973.

## 8 Undergraduate Program

scores may also be used for placement purposes at Cornell in language and other courses.

Students in this College may receive advanced placement and credit toward the degree by taking the Advanced Placement Examinations administered by the College Entrance Examination Board provided test papers, when read by the faculty of the Cornell University department concerned, show mastery of the subject matter covered in the equivalent courses offered at the University.

### Transfer Students

Each year transfer students with advanced standing enter the College from two- and four-year institutions. As part of the State University of New York (SUNY), the College encourages qualified students from the two-year campuses, community colleges, and other divisions of SUNY to continue their undergraduate education at Cornell. Advanced standing students from private and public colleges and universities throughout the United States also enter the College. Credit is allowed for passing work in other units of SUNY or other accredited colleges previously attended if the courses taken elsewhere can be appropriately applied to the College requirements. See degree requirements listed on p. 13.

Transfer students are admitted at the sophomore and junior levels. Transfer students must complete at least sixty credits at Cornell; if they have had no previous work in human ecology subject matter, forty of the sixty credits must be completed in the College; if they have completed twenty or more credits in human ecology subjects at their previous institution, they must take at least twenty of the sixty credits completed at Cornell in the College.

Students seeking admission to the College in the spring semester should be aware that they may encounter some difficulty with registration in year-sequence courses.

Transfers are seldom accepted from unaccredited institutions. If accepted, credit is granted conditionally until the end of the first year of residence. If the student is in good standing at the end of a year, credit is received for the work

taken at the originating institution. When the term average is below C-, the number of hours of credit below C- are deducted from the total amount of transfer credit.

Students who have taken any courses in college after graduation from high school must apply for admission as transfer students, not as beginning freshmen.

Transfer candidates whose applications have been accepted generally have B or better college records. They must also meet the same high school unit requirements that freshman applicants meet. Applicants who have not met this distribution of courses in high school must have taken comparable work in college to qualify for consideration.

Any student seeking admission in February 1973 must file his application by November 1, 1972. An applicant interested in September admission is required to file his application by January 15, 1973.

A Cornell student enrolled in another division of Cornell University who wishes to apply for transfer to this College should go to the University registrar's office and fill out a form authorizing his present division to send his original application materials to this College for consideration. Students seeking admission in February 1973 must file these forms before November 1, 1972. Intra-University applicants interested in September admission are required to file their requests for consideration by January 15, 1973, as do transfer applicants from outside the University.

A copy of the brochure, *Opportunities for Transfer Students*, is available from the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Ithaca, New York 14850.

### Interruption in Formal Education

Prospective applicants to the College who have experienced an interruption in their formal education are encouraged to bring this fact to the attention of the chairman of the Committee on Admissions. Early identification of such individuals will enable members of the admissions staff to provide counseling in admissions and program selection.



## Reapplication

The records of applicants who were not accepted are kept for three years. If such a student wishes to apply again, he should write the University Office of Admissions, Day Hall, Cornell University. It is not necessary to pay another application fee or file a new application.

## International Students

Cornell University, as a whole, has more than 1,200 foreign students currently enrolled from eighty different countries. About 30 percent are undergraduates and 70 percent are working for advanced degrees. The New York State College of Human Ecology welcomes applicants from other countries.

Courses offered in this College do not deal with the practical aspects of home economics subjects found in some programs in other countries. The program of studies in this College is theoretically based, and this College requires the same precollege preparation in the sciences, social sciences, and mathematics as does a liberal arts college here or abroad.

Ability in the use of the English language is very important. A student should not apply to this College unless he is competent in written and spoken English. Before a foreign student can be accepted, he must furnish evidence of his facility in English (unless it is his mother tongue). He must supply a statement from a person who is competent to judge, such as a professor or teacher of English under whom he has studied, a diplomatic or consular official of the United States, the director of courses in English of a United States Cultural Institute, or a delegated representative of one of these persons.

International students are considered for admission as regular degree candidates unless their previous academic preparation indicates they may benefit from consideration as special students (see page 10 for definition of special standing). Class standing of international students will be determined only after course descriptions or equivalent statements of course content have been submitted.

The following international students should request an application for admission from the University Office of Ad-

Supplement to Volume 64,  
Number 6, April 21, 1972

CORNELL UNIVERSITY  
ANNOUNCEMENTS  
NEW YORK STATE  
COLLEGE OF HUMAN ECOLOGY  
1972-73

When referring to the page listed below, please note the following change.

### p. 9 Reapplication

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The following international students should request an application for admission from the University Office of Ad-

missions, Day Hall, Cornell University:

1. Students who are in the United States as foreign citizens but who are on permanent resident visas.

2. Students who are in Canada as landed immigrants but who are not Canadian citizens.

Other international students who are in Canada or the United States on non-immigrant visas or who are applying from their home countries should request application materials from the International Student Office, 200 Barnes Hall, Cornell University.

All applicants for admission to this College are required to submit scores from the following standardized examinations that measure verbal and mathematical aptitudes as part of their applications. (All United States applicants also submit scores from these standardized examinations.)

1. Students whose native tongue is English or who have had instruction in English for a period of at least three years should take the *Scholastic Aptitude Test* (SAT), which consists of two parts and furnishes scores on verbal and on mathematical facility, or the *American College Testing Program* (ACT), which offers scores on four subject areas—English, mathematics, social studies, and natural sciences.

For information on the SAT write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540; or College Entrance Examination Board, P.O. Box 1025, Berkeley, California 94701.

For information on ACT write to Registration Department, American College Testing Program, P.O. Box 414, Iowa City, Iowa 52240.

2. Other students should take the *Test of English as a Foreign Language*, called TOEFL, and the *Mathematics, Level 1, Achievement Test*.

For information on TOEFL write to the Educational Testing Service, Princeton, New Jersey 08540.

For information on the *Mathematics, Level 1, Achievement Test* write to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540.

Each applicant must make his own arrangements to take these tests. All candidates for admission in September must



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take the appropriate test(s) in the previous December or January.

### Special Standing

Special standing in the College of Human Ecology is a nondegree status. Students accepted as special students may enroll in the College on a semester basis for no more than two semesters. During the first semester in attendance, they may apply for regular degree status or for continuation as a special student. During a second semester with special standing, a student must either apply for regular standing or plan to terminate his studies in the College at the close of the semester.

A final evaluation to determine the amount of credit a student may receive for work taken elsewhere is not made until a student has been accepted as a regular student.

Consideration for admission to the College as a special student is reserved for the following individuals:

1. Students enrolled in an institution other than Cornell University are eligible to apply for special student standing if they intend to transfer the credits to their home institution. Special students in this classification are considered students studying in absentia from their own institution and are applying to the College with an interest in a particular program or department. They must complete the Cornell application for admission, submit a transcript of their college work, a letter stating their purpose for desiring admission as a special student, a list of courses they intend to take if admitted, and confirmation from the academic dean of their college stating that the proposed work is transferable.

2. Students who have earned a Bachelor's degree and are interested in making up deficiencies for graduate study or preparing for a job or career in a field related to the focus of the College may apply for special student standing. They must complete the Cornell application for admission, submit a transcript of their college work, a letter stating their purpose for desiring admission as a special student, and a list of courses they intend to take, if admitted.

3. Students who have interrupted their

education and are considering completion of a degree program but who, in the opinion of the Committee on Admissions, may benefit from special status, are considered for admission with special standing. They must file the Cornell application for admission and submit transcripts of high school and college work completed.

Special students are expected to carry an academic program of at least twelve credits of work each semester and to take one-half to two-thirds of their work in the state divisions of Cornell University (Agriculture and Life Sciences, Human Ecology, and Industrial and Labor Relations) each semester they are registered in the College. They are expected to maintain the same academic standards as undergraduates. Work taken while classified as a special student may be counted toward the requirements of a Bachelor's degree but may not be counted toward the requirements of advanced degrees.

Special students who wish to be considered for regular student standing must present results of the Scholastic Aptitude Test (SAT) or of the American College Testing Program (ACT).

### University Health Requirements

Each student upon entering the University is expected to assume personal responsibility for the health requirements adopted by the Board of Trustees of Cornell University.

Details of the health requirements will be found in the *Announcement of General Information*, which may be obtained from the Visitor Information Center, Day Hall, or by writing to Cornell University Announcements, Ithaca, New York 14850.

### Admission Deadlines

**August:** Application blanks will be available in August 1972 for students entering in 1973. United States residents should write to the Office of Admissions, Day Hall, Cornell University, Ithaca, New York 14850. International students should write to the Office of International Students, Barnes Hall, Cornell University, Ithaca, New York 14850.

**November 1:** Application deadline for ad-

vanced standing and special students seeking entrance in February 1973.

*December:* Students applying for September 1973 should take the Scholastic Aptitude Test of the College Board or ACT (American College Testing Program) by December 1972.

*January 1:* Application deadline for students applying for financial aid. Students applying for September 1973 (freshmen or advanced standing) are urged to file materials by January 1, 1973, to facilitate completion of data used in selection.

*January 15:* Application deadline for all students seeking entrance in September 1973.

*March 1:* Notification of decisions on applications from freshman applicants for admission in September begins on a rolling basis. Acceptances are provisional pending satisfactory completion of a student's final term's work.

*May 1:* Notification of decisions on applications from transfer applicants for admission in September begins on a rolling basis. Acceptances are provisional pending satisfactory completion of a student's final term's work.

Questions concerning admission should be addressed to the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.

## Expenses

### Tuition and Fees

Tuition is \$600 per term for resident undergraduate students registered in the New York State College of Human Ecology whose legal residence was in the State of New York at the time of registration for the term.

Tuition is \$900 per term for students who do not qualify as New York State residents.

Since physical presence in the state, especially for persons under age, by no means constitutes legal residence, applicants who are at all doubtful of their right to qualify as New York State residents

should address inquiries to the Chairman, Committee on Admissions, New York State College of Human Ecology, Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14850.

*An Application Fee* of \$20 must be paid at the time an application for admission is submitted.

*A Deposit* of \$50 is required of every student upon acceptance for admission to the University; and when the student first registers, it is used to cover matriculation costs. The deposit does not apply to the first term's tuition and Fee.

*Special Fees.* Assessments, charged to the student's account and payable at the Bursar's Office, are levied upon the student in certain circumstances.

A fee of \$12.50 is charged for registration in absentia (see p. 21).

Fees for late registration are discussed on p. 19.

A student is held responsible for payment of appropriate fees for any injury done to any of the University's property.

### Payment Procedures

The estimated charge for room in the dormitories is \$630-\$856 a college year, payable in two equal installments.

A statement is mailed to the student's home address by the Bursar's Office before the beginning of each term. The charges are due and payable by the date indicated on the statement.

Any student who fails to pay tuition, fees, room and board, and/or other indebtedness to the University, within the prescribed time will be dropped from the University.

*Cashing of Checks.* Checks in payment of students' accounts should be drawn in the amount owed. Students are advised to open an account in an Ithaca bank as soon as they arrive in town, or else provide themselves with travelers' checks, drafts on New York City banks, money orders, or other forms of credit instruments such as a bank will cash in the ordinary course of business.

*Tuition or any fee may be changed by the Board of Trustees to take effect at anytime without previous notice.*

## 12 Requirements for the B.S. Degree

### Estimate of Annual Expenses

	<i>Resi- dent</i>	<i>Nonresi- dent</i>
Tuition	\$1,200	\$1,800
Room (average cost in dormitory)*	750	750
Board (average cost)	750	750
Books, equipment, personal expenses	650	650
<i>Total</i>	<hr/> 3,350	<hr/> 3,950

\* Additional charge is made to students remaining in residence halls during Christmas and spring vacations.

In addition to the expenses listed above, new students are required to pay a non-refundable registration fee of \$50. Students planning to live in University residence halls must pay a \$50 deposit which will be applied in full against the initial room bill. Gymnasium equipment amounting to approximately \$18 must be purchased by freshmen and sophomores according to the department's instructions.

It should be noted that personal expenses, such as transportation to and from home, clothing, recreation, and miscellaneous items, can only be estimated by the individual. The amount given in the table above is approximate.

### Requirements for the B.S. Degree\*

*It is the student's responsibility to be sure he has met the requirements for the degree.*

\* These requirements became effective as of February 1970. A student who is readmitted to the College will be held responsible for graduation requirements in effect when he reenters. Courses offered as substitutes for requirements in human ecology will be accepted on recommendation by the departments concerned. Courses offered as substitutes for other subject requirements will be evaluated by the Office of Records and Scheduling.

Students following requirements in effect before September 1968, should consult the 1968-69 *Announcement* of the College for details. Students who matriculated in September 1968 and February and September 1969 are required to complete 125 credits for the degree, distributed as described below except that forty-one credits in human ecology are required including Counseling Service 100.

A candidate for the degree of Bachelor of Science must complete 124 credit hours of required and elective work during four years,† including four credits of physical education (one credit in each of the first four terms), unless excused by the University Committee on Requirements for Graduation through the Committee's representative in the Office of Records and Scheduling. A student must complete a departmental major or an individual program approved by the Committee on Undergraduate Education, see p. 14. A quality point cumulative average of 1.7 (C-) or better is required for graduation.

A residence requirement is stated in University legislation as follows: A candidate for an undergraduate degree at Cornell University shall be required to spend the last two terms of his candidacy in residence at this University, except that, with the consent of the special faculty concerned, a candidate may carry on the work of either or both of these terms *in absentia*, provided that before he receives the degree he pass such examination or make such a report as the faculty supervising his work may require of him, and that during the period of his absence he be registered as a student of this University and pay a fee of such amount as the Board of Trustees may fix. This residence and registration requirement shall not apply to a candidate carrying on work away from Cornell University, with prior approval of the special faculty concerned, when such work is equivalent to eight semester hours credit or less.

† A student who entered as a first-semester freshman and who completes all the graduation requirements in less than eight semesters may continue to register as an undergraduate until eight semesters are completed. However, such a student will be required to carry a semester program of at least twelve credit hours in the period following the completion of the graduation requirements.

A student who entered as a transfer with advanced standing may register as an undergraduate for a ninth semester only if this is necessary in order to complete the requirements of his major or one of the professional programs (ADA or Teacher Certification). He must carry a minimum of twelve credits in the ninth semester. Registration for a ninth semester must be approved by the associate dean for undergraduate education.

**Credit Requirements\***

	<i>Credit Hours</i>	
I. Natural and Social Sciences	24	
A. To include six credits in natural sciences selected from Biological Sciences 101-101L, 102-102L, 107-108, 280, 281, 210; chemistry; physics.		2. fifteen credits outside the department of major study with at least six credits or two courses to be taken in one department.
B. To include six credits in social science selected from economics, psychology (including Education 110, 411, 417 in the College of Agriculture and Life Sciences), sociology (including rural sociology), Human Development and Family Studies 115 and 162.		B. When an individually developed major is proposed by a student it must be approved by the Committee on Undergraduate Education.
C. Remaining twelve credits to be selected from any of the areas listed in (A) and (B) or from anthropology, biochemistry, microbiology, and government.		
II. Communication, Analysis, and Humanities	15	IV. Electives 41
A. To include six credits in Freshman Seminars or equivalent.		A. Not more than twenty-one credits may be in the endowed divisions of the University.†
B. Remaining nine credits may be selected from art, communication arts, comparative literature, drawing, English, foreign language (ancient or modern), history, history of art, history of architecture, mathematics, music, philosophy, statistics, theatre arts, and Design and Environmental Analysis 100.		B. A minimum of twenty-six credits must be left free, i.e., they may not be infringed on by requirements of a major (departmental or interdepartmental).
III. Human Ecology	40	Physical Education 4
A. When a departmental major is elected by a student, the forty credits must include:		124
1. work in two departments outside the department of major study.		

Matriculated students should consult the *Student Guide* for more detailed information about graduation requirements, including requirements for the various majors.

**Physical Education Requirements**

All undergraduate students must complete four terms of physical education in the first two years. Postponements are allowed only by consent of the Committee on Requirements for Graduation, through the representative in the Office of Records and Scheduling. Exemptions from the requirement may be made by the University Faculty Committee on Requirements for Graduation when it is recommended by

† Courses may be taken outside the state colleges beyond this limit of 21 credits only during the student's last semester prior to graduation, and provided that the hours taken in excess of 21 credits are also in excess of the 124 hours required for graduation, and upon payment of the per credit hour fee. In 1971-72 the fee was \$67.96875 per credit.

Courses taken to meet I and II may be taken without charge, except that credit for any course given in an endowed division will, in case of failure, be charged against the twenty-one credits allowed under Group IV.

\* The faculty reserves the right to make changes in the academic requirements at any time. These credit requirements apply to students who matriculated during or later than February 1970.

## 14 Requirements for the B.S. Degree

the Cornell medical staff or because of unusual conditions of age, residence, or outside responsibilities. Students who have been discharged from the armed forces may be exempted.

For students entering with advanced standing, the number of terms of physical education required is reduced by the number of terms which the student has satisfactorily completed, not necessarily including physical education, in a college of recognized standing.

### Majors and Individual Programs

Each student is required to complete a departmental major as part of the requirements for the B.S. degree unless he has the approval of the faculty to follow an individually developed major.

The departmental major is a basic program of work in the field on which a student is expected to build additional appropriate courses in terms of his special interests: to prepare for graduate work, to prepare for a profession, or for personal satisfaction. General information about departmental majors appears in the descriptions of the departments (see p. 31). In addition to these majors, there is an interdepartmental major for students preparing for home economics teaching.\* Detailed information about the requirements of each major may be obtained from the Division of Academic Services.

Provision is made for a student who wishes to deviate from the specific requirements for the B.S. degree to petition the faculty to approve an individually developed major. Approval will be given when, in the judgment of the faculty, the proposal results in an educational program that gives promise of achieving the individual's objectives, assuming they are appropriate within the focus of the College, more effectively than would the regular requirements for the degree.

A student who wishes to graduate under an individual major should consult with the associate dean for undergraduate instruction. If the student's interests appear to meet the criteria described above,

\* For students entering before September 1970. Those entering in September 1970 and after will follow the appropriate option in the major in the Department of Community Service Education.

the associate dean will designate one or more faculty members to act as advisers. When the plan has been developed in detail, the student will obtain the approval of his adviser(s) and petition the Committee on Undergraduate Education for approval of the program.

Individual majors must include forty credits in the College and may not include more than twenty-one elective credits in the endowed divisions of the University.

### Academic Honors

**Dean's List.** Excellence in academic achievement is recognized each semester by placing on the Dean's List the names of students who have completed satisfactorily at least twelve credits with letter grades other than S or U and have received an average of 3.5 or higher for the semester. No student who has received an F or U in an academic course will be eligible.

**Degree with Distinction.** The degree with distinction recognizes outstanding scholastic achievement and is conferred upon those seniors whose academic standing at the end of seven semesters is in the top 5 percent of the graduating class. The graduating class includes those students who will complete requirements for the degree of Bachelor of Science in February, June, or September of the same calendar year.

Transfer students, to be eligible for consideration, must have completed forty-five credit hours of work at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average.

The names of those seniors who meet these requirements are presented to the faculty of the College for approval.

**Degree with Honors.** The degree with honors recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Departments of Design and Environmental Analysis, Human Development and Family Studies, and Human Nutrition and Food. Information about admission to the programs and their requirements may be

obtained from the departments or from the Division of Academic Services.

**Omicron Nu.** As a national honor society in the New York State College of Human Ecology, Omicron Nu serves to stimulate and encourage scholarly inquiry and action on significant problems of living, at home and in the community. These activities are focused on the purpose of Omicron Nu—the promotion of scholarship, leadership, and research as part of the worldwide movement to improve the quality of life for individuals and families.

Students are eligible after the first semester of their junior year if they have a cumulative average of not less than B. Not more than 10 percent of the junior class may be elected, and not more than 20 percent of the senior class may be elected. Graduate students who meet a set of eligibility requirements may be elected.

## Division of Academic Services

The Division of Academic Services has responsibility for the counseling and admission of undergraduates and the placement of both undergraduate and graduate students. The Division has seven counselors, including the chairman of the Division, as well as a director and an associate director of career planning and placement.

The counselors work with students throughout their college years on matters of educational, vocational, and personal concern. Through individual conferences and group discussions, the counselor assists students in exploring values, interests, goals, and other personal and social questions. He also helps students to become aware of vocational opportunities and of various College and University programs available to them. Frequently, students also have a faculty adviser in their department of major interest.

## Orientation

Orientation to the College and to the University begins in the summer before students arrive on campus. The Division of Academic Services sends information to all entering students to assist them in

planning their fall term schedules. Additional information about College and University programs is included in other communications to students during the summer.

New students and transfer students come to the campus several days before classes begin to participate in meetings with the dean, members of the Division of Academic Services, and faculty in the different departments of the College.

The University sponsors assemblies, discussion groups, and other activities to help students become familiar with the University environment.

## Career Planning and Placement

The Office of Career Planning and Placement, a part of the Division of Academic Services, is responsible for the program of career planning and placement of undergraduates, graduate students, and alumni. Acting as a liaison between faculty, students, and employers, its particular concern is to help students and faculty to know about the work opportunities available for human ecology graduates. Information regarding the personal and academic qualifications outlined by employers and the experience required as preparation for many jobs helps in planning a student's college program. Bulletins of job descriptions, files of employer recruitment literature, graduate school directories and catalogs, career seminars, and a career library are among the media used. Guidance is given through individual interviews and group meetings.

As part of the service to seniors and graduates of the College, and to supplement the candidate's application letter or interview, credentials are prepared and filed by candidates and sent by the Placement Office to employers and graduate schools.

## Summer and Part-Time Employment

Summer work serves a twofold purpose. In addition to financial remuneration, it provides an opportunity for the student to gain vocational experience, in some cases to see the various opportunities a given vocational field offers and to learn something of the personal qualifications and adjustments required. In recent years, approximately 80 percent of the students in



the College have held a variety of summer jobs, including summer internships related to their professional fields of interest.

It is hoped that earning money in the summer will not have to be a main consideration all the time a student is in college. Much valuable experience is to be gained from an apprenticeship in a field in which a student hopes to be employed later, but often such apprenticeships cannot be paid, inasmuch as the student does not yet have sufficient experience to be valuable to the organization.

There are some opportunities for regular part-time work during the college year in the laboratories and departmental offices of the College. Registration for these may be made in the College's Office of Career Planning and Placement. Information about other opportunities for employment on the Cornell campus may be obtained from the Office of Scholarships and Financial Aid, Day Hall.

## Professional Opportunities

Graduates of the College enter a wide variety of occupations. In certain professional fields the undergraduate courses will be followed by professional training or graduate study. Some openings are for beginners; some are for people with experience and advanced study.

*Educational services* provide interesting opportunities for work with people in all age groups. Head Start and Peace Corps programs, day care centers, hospital activities programs, and classes for the handicapped are only a few examples of the kinds of work available.

Undergraduates may meet the New York State requirements for teacher certification in home economics and for teacher certification in health. This work often involves teaching in adult education programs.

The College offers a program leading to certification in nursery school and kindergarten teaching. There are many other opportunities for working with children for which students may prepare.

*The College does not offer a program leading to teacher certification in early childhood education or elementary education.*

*Cooperative Extension* positions in counties of New York and other states offer many opportunities for informal teaching. This action-oriented teaching is directed toward the identification and solution of individual, family, and community problems. Cooperative Extension agents have as their audiences homemakers and youth; organizations, agencies, and groups (public and voluntary) that serve individuals and families in the community; and producers, distributors, and firms that supply goods and services to consumers. The agents also reach many individuals through personal contact and by mass-media teaching—television, radio, exhibits, and the press.

*Social work* is closely related to the educational field. Case-work and group-work positions such as executives and directors of teenage or young-adult programs of religious or community organizations, directors of family development programs and children's activities programs in community centers all include informal teaching, as do the jobs of home economics consultants in social welfare agencies. For many positions in social work, graduate training is required.

Group-work positions with many of the organizations named above are excellent experience and are available at beginning levels. There are also opportunities for beginners in casework. Public agencies, such as the family and child welfare county organizations, give on-the-job training to junior caseworkers. A state civil service examination is usually required. Many agencies support educational-leave programs to assist young workers to start advanced study.

Human ecology relates easily to many of the *health vocations*. Some graduates take additional work, leading them into such fields as nursing, physical therapy, or vocational rehabilitation. Positions in occupational therapy require graduate training but utilize the background courses in art activities, creative materials, child development, and the dynamics of human behavior all of which are in the human ecology program.

For graduates with an emphasis in *nutrition* there are opportunities in both the health and social work areas. Nutritionists are employed in hospitals and in federal, state, and local health and

welfare agencies as well as in industrial health programs and public schools.

Graduates who follow an appropriate program in human nutrition and food and are qualified for administrative positions in dietetics in hospitals, colleges and universities, hotels, industrial plants and offices, and public schools may qualify for additional professional training in an approved internship in dietetics (see p. 18).

Graduates going into *business* may work with food, textiles, clothing, or equipment, in promotion, experimentation, public relations, writing, or combinations of these. Promotional work in foods and equipment offers opportunity. Testing, quality control, consumer education, merchandising, and research utilize human ecology training through positions in test kitchens, food science laboratories, and equipment laboratories, in utility companies, textile firms, advertising agencies and pattern companies. Consumer product, apparel, or interior design often require additional professional training in schools of design, but there are some related openings for the new graduate.

*Writing* is open to those with either a general or a specialized background supplemented by courses in writing, communication arts, and journalism. Human ecologists with writing ability are hired by magazines, newspapers, business concerns, publishers, publications firms, university information services, and in Co-operative Extension. Workers in the fields of business and extension are called upon more and more to write for publications and to participate in radio and television programs.

*Government* service at federal, state, and local levels attracts many human ecology graduates. Positions are filled in bureaus and departments such as labor, commerce, mental health, education, agriculture, trade, personnel, housing, and interior.

*International openings* for persons with limited experience are available through the Peace Corps and other volunteer agencies and in some elementary and secondary schools. Graduate study, as well as experience in other cultures, is often called for and facility in a foreign language is an asset.

## Special Programs

Certain areas of professional preparation may include the meeting of requirements of professional agencies; in others, the College maintains cooperative relationships with outside institutions and agencies with related interests. These special programs are described below.

### Teaching Home Economics and Health in Secondary Schools

Certification to teach home economics or to teach health in the secondary schools of New York State may be earned by completing the appropriate majors in teacher preparation.\*

Students completing the major are eligible for provisional certification and may seek teaching positions immediately. If they expect to continue in the profession they must complete thirty credits of work beyond the Bachelor's degree (Master's degree study or nondegree study) to obtain permanent certification. The provisional certificate is valid for five years after graduation.

Students may choose to major in a subject matter area at the undergraduate level and to complete the teacher education program in home economics while enrolled in the Graduate School. The Master of Arts in Teaching degree is designed especially for these students. They may earn both the M.A.T. degree and permanent certification before entering the teaching profession. Information about this program is available from the community service education faculty.

It is not unusual for alumni of the College to decide to enter the teaching profession some time after graduation. Students who anticipate careers in teaching at a later date can profit from some advanced planning and from conferring with faculty members in the Department of Community Service Education, even though they have no immediate concern for certification.

\* The interdepartmental major for home economics teaching for students entering before September 1970. Those entering in September 1970 and after will follow the appropriate option in the major in the Department of Community Service Education.



### Social Services

The Department of Community Service Education prepares undergraduate students for positions in social services through a new program which provides a guided series of learning experiences in the theory and practice of social work. Further information may be obtained from faculty in the Department.

### Teaching in Nursery Schools and Kindergartens\*

The Nursery-Kindergarten Experimental Program offers provisional certification at these two levels to a limited number of students. Students are admitted to the program provisionally in the sophomore year. Registration in advanced courses in the program (HDFS 313, 314, 415, 416) is selective, depending on the student's performance and space available. These students are expected to meet the general graduation requirements of the College and complete the major in the Department of Human Development and Family Studies. In addition, they take courses in early education, nutrition, and advanced practicum experience, and do a full semester's internship. Detailed information about the required curriculum may be obtained from the Division of Academic Services.

### Administrative Dietetics

The Department of Human Nutrition and Food prepares students for positions in administrative dietetics in institutions such as hospitals, colleges, universities, or schools, and in businesses where nutrition and health are emphasized. Positions also are available in college and extension teaching, research, public health agencies, and food clinics. There are many opportunities for beginners as well as excellent openings for persons with experience and for those who have had advanced study. The courses offered in the Department are listed on pp. 69-76.

For positions in dietetics, it is recommended that additional professional training be obtained in a postgraduate internship approved by the American Dietetic Association or graduate study for the M.S. degree.

The American Dietetic Association has outlined a program of study for admission

\* The College does not offer certification in early childhood or elementary education.

to an approved postgraduate internship and as a prerequisite to membership. Basic courses are required in physiology, bacteriology, chemistry, and food and nutrition. Additional required courses emphasize four areas of specialization: (1) therapeutic and administrative dietetics, (2) management, (3) therapeutic and clinical dietetics, and (4) community nutrition. Details of the required curriculum may be obtained from the Division of Academic Services.

Information about the approved internship programs is available in the Office of Career Planning and Placement and from the Department adviser. These internships are ordinarily for twelve months.

### The Merrill-Palmer Institute of Human Development and Family Life

The College is affiliated with the Merrill-Palmer Institute in Detroit, a private institution with a program centering on human development and human relations. Along with attendance in classes, students observe and participate in situations involving an individual and his relationships to his family and his community. The Institute's emphasis on the "total" person and the entire life experience—from conception to old age—gives undergraduate and graduate students a unique opportunity to supplement their college curricula.

Students interested in various phases of child development, parent education, social service work, nutrition, extension, secondary-school, or other teaching may apply to the Institute.

Students should consult with their counselors regarding the amount of in absentia credit which may be received. Application blanks may be obtained from the Office of Career Planning and Placement and should be filed by April 15 in the academic year preceding attendance.

A limited number of fellowships for graduate study are available each year at the Institute. Students interested in these should consult the Merrill-Palmer catalog. Merrill-Palmer graduate credits may be counted toward the doctoral degree at Cornell under certain conditions. Students interested in the graduate program should consult the field representative in the Department of Human Development and Family Studies.

### **The Cornell University–New York Hospital School of Nursing**

A combined course taken partly at the University in Ithaca and partly at the Cornell University–New York Hospital School of Nursing in New York City leads to the degree of Bachelor of Science in Nursing. Students should not apply to the College of Human Ecology anticipating transfer to the School of Nursing unless they have a special interest in the program of this College. These students must meet the same requirements in the first two years as other undergraduate students including Freshman Humanities and four credits of physical education. They must also complete a minimum of eighteen credits in the College of Human Ecology.

Students interested in transferring to the School of Nursing should consult with the prenursing counselor in the Division of Academic Services regarding courses required for transfer.

Students wishing also the degree of Bachelor of Science in human ecology may receive credit toward that degree for certain courses taken at the School of Nursing and will return to Ithaca for additional study after completing the program at the School of Nursing.

### **International Program**

Study in any of the departments in the College may be combined with an interest in international or intercultural affairs. In some cases, there are specific courses in the College relating to international applications. Electives may be used to broaden knowledge of a given culture, e.g., Latin American history.

A Peace Corps intern program for seniors and master's candidates interested in volunteer service in Colombia, South America, was initiated in 1968. Information about the program may be obtained from the Division of Academic Services. Courses are described on p. 76.

## **Procedures and Regulations**

### **Preregistration**

Students should use the preregistration period as a time for thoughtful planning of programs; it is expected that students will adhere to this preregistration program

unless unusual circumstances make changes necessary.

The preregistration period each semester is used by students to plan their programs in consultation with their counselors and departmental advisers. Freshmen, sophomores, and transfers in their first year in the College are required to confer with their counselors before preregistering. It is advised that juniors and seniors also discuss their plans with their counselors and departmental advisers.

Information of dates and procedures regarding preregistration are given in the *Human Ecology Student Guide*.

### **Registration: University and College**

Instructions for University registration are issued by the University registrar. Any person who has not received registration cards by registration day should go in person to the Office of the Registrar in Day Hall to procure them.

Instructions for registration in the College are issued by the College Office of Records and Scheduling. Information about dates, procedures, and fines for late registration are given in the *Student Guide*.

Special students follow the same procedure for registration as regular students.

*A student cannot receive credit for a course without having registered for it in the Office of Records and Scheduling.*

### **Use of Petitions**

A student wishing to deviate from the regulations of the College may petition the Committee on Academic Standing or the Committee on Undergraduate Education, depending on the nature of the petition. The *Student Guide* gives information about appropriate types of petitions.

Petitions must be filed well in advance of the time a student requires a reply in order to permit Committee review. When a petition is denied, the student has the privilege of requesting an opportunity to appear before the Committee to present his case and appeal the decision. Students may obtain petition forms from their counselors.

## Fines

Students who fail to follow appropriate procedures may be subject to fines. Information about these is given in the *Student Guide*.

**Laboratory.** The student is entitled to the normal amount of materials required for a course and an allowance for breakage. No additional charge should be incurred by a student who is careful in the use of supplies and equipment. Costs incurred in excess of these allowances will be charged against the student by the department.

**Library.** Fines are assessed for failures to comply with the rules relating to the use of library books. If fines are not paid promptly at the library, payment is enforced by the University treasurer.

## Grades

In the University the following letter grading system is used for final grades in undergraduate courses. The lowest passing grade is D-. A quality point equivalent is assigned to each letter grade for purposes of ranking and selection of honors.

Letter grade	Quality point equivalent
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Final grades of S and U may be given to undergraduates under certain conditions. Details of these are given in the *Student Guide*.

The grade of *incomplete (Inc.)* is assigned if the work of a course is not completed but, in the judgment of the instructor, the student has good reason for the deficiency and has shown evidence of ability to complete the work of the course satisfactorily.

If a student fails to complete the course work for an *incomplete* before the expiration of two terms and a summer session, he loses the opportunity to change the grade, and it will remain permanently as an *incomplete* on his record.

At the end of the fall term a student may call for a statement of grades at a place to be announced by the registrar. Final spring term grades will be mailed to the student during the summer.

The official record of the student's credits is in the Office of the University Registrar, to whom request for transcripts of record bearing the University seal must be made.

## Academic Standing

The faculty Committee on Academic Standing reviews the records of students whose academic work is considered unsatisfactory. A quality point cumulative average of 1.70 (C-) or better is required for graduation. At the end of each semester, a student will be considered as not making satisfactory progress who had less than a 1.70 (C-) quality point average and/or has passed less than twelve hours (unless the Committee has already granted permission to carry less than twelve hours).

The kinds of disciplinary action imposed by the Committee on Academic Standing for unsatisfactory work include warning, suspending the student for a specified length of time, or asking the student to leave the University.

When any one of these actions is taken, the student may request an opportunity to appear before the Committee to appeal the decision.

## Attendance and Absences

Regular attendance at lectures, recitations, and laboratory periods is expected throughout each term, beginning with the first day of instruction. In all cases of absence from class, the student is responsible for explaining the reason for absence directly to the instructor concerned. The instructor will decide whether the work may be made up. Any student who has been ill in Sage Infirmary should keep the slip issued by Sage Infirmary when discharged and present this to in-

structors when explaining the absence.

A student whose record shows persistent absence may at any time be dismissed from the College on recommendation of the Committee on Academic Standing.

## Examinations

The schedule of term examinations is prepared in the Office of the University Registrar. There is to be no deviation from this examination schedule except to avoid conflicts.

In the College, exemptions from examinations may be granted to superior students at the discretion of the instructor concerned.

## Leave of Absence or Withdrawal

If a student finds it necessary to withdraw from the University, application should be made at the Office of Records and Scheduling for a leave of absence or a withdrawal.

A leave of absence is granted for one semester only. At the request of the student it may be extended for a second semester. If the student does not indicate intention to return before the beginning of the third term, the student's record will be closed by a withdrawal.

A student who wishes to reenter at a later date, having made a withdrawal, must reapply through the College's Committee on Admissions. Application should be made, if possible, at least two months in advance of the date the student wishes to return.

## Study In Absentia

By action of the faculty of the College, all study taken away from Cornell University after matriculation in the New York State College of Human Ecology and applied as credit toward a Cornell degree will be considered as study in absentia. In general, such study may not exceed fifteen credit hours. Work taken at other institutions in regular session, summer session, or while on leave of absence will be counted in the fifteen hours. A fee of \$12.50 will be charged for study in absentia during the fall or spring semesters, but not during summer session unless the summer registration

is for more than eight credits. Study in the Cornell Summer Session is not considered as in absentia.

The regulations concerning study in absentia are the same for transfers as for other students, except that students who enter as transfers from other institutions will be required to complete at least sixty credits at Cornell, of which at least twenty must be in the College of Human Ecology (see p. 8).

Students wishing to study in absentia should consult the *Student Guide* for information about the procedures to follow.

## Commencement

Students who complete their work for the degree in February or September may participate with their class in the Commencement exercises in May if they wish to do so.

## Graduate Study

The Graduate School has jurisdiction over all graduate work and any degree beyond the first degrees given by any college or school of the University. Students interested in advanced study related to human ecology must, therefore, be admitted to the Cornell University Graduate School and carry out their work in conformity with its rules and regulations.

More than seventy faculty members from the New York State College of Human Ecology are also members of the Graduate School faculty and are responsible for graduate work offered in the area of human ecology.

Programs leading to the degree of Master of Arts or Master of Science are offered in all of the following Fields: Consumer Economics and Housing, Design and Environmental Analysis, Education\*, Human Development and Family Studies, Human Nutrition and Food. The degree of Doctor of Philosophy is not awarded in all of the above Fields except Design and Environmental Analysis. The Ed.D. and M.A.T. professional degrees are also offered in Education.

Since students registered in the Graduate School may use the facilities in any

\* Offered in the Department of Community Service Education.

## 22 Living Arrangements

of the colleges, graduate programs have great flexibility. Students majoring in the above Fields frequently carry minors in related Fields outside the New York State College of Human Ecology. Students majoring in other areas may carry minors in the Fields within human ecology.

The research program in human ecology plays a vital role in the graduate program since many of the research projects provide educational opportunities for students. In some departments seminars are organized around a particular research project to enable students to discuss and develop ideas from research. Ongoing research projects often provide segments of study that appropriately may be individual thesis problems.

### Graduate Admissions

To be admitted to the Graduate School, the applicant must have a bachelor's degree or the equivalent from a college or university of recognized standing and must show promise of ability to engage in advanced study and research in the area of his special interest. Most Fields require applicants to include test scores with their credentials. Specific admission requirements for each Field are given in the *Announcement of the Graduate School*.

It is necessary for an applicant to indicate the Field in which he expects to major because the faculty of that Field must recommend admission. Note that there is no general Field of human ecology in the Graduate School.

### Graduate Degree Requirements

Each candidate for an advanced degree has a Special Committee of faculty members that helps to develop a program based on the candidate's educational background and professional goals. There is no curriculum prescribed for all candidates.

A candidate for the M.A. or M.S. degree must offer one major and one minor subject. A minimum of two residence units, a satisfactory thesis, and a final examination are required. A well-prepared candidate studying full time for twelve months may be able to complete the requirement for the Master's degree, but

more time usually is required. Candidates holding assistantships customarily stay for two academic years. The degree must be completed within a four-year period.

For the Ph.D. degree one major and two minor subjects are required. Six residence units (some of which may be transferred from previous advanced study), a satisfactory dissertation, and qualifying and final examinations are required. Each Field determines its language requirement. The degree must be completed within a seven-year period.

### Further Information

Further details pertaining to degree and admission requirements are given in the *Announcement of the Graduate School*, which also contains general information about the Graduate School and descriptions of all the graduate Fields.

A brochure entitled *Human Ecology Graduate Assistantships in Teaching and Research, Fellowships, and Scholarships* may be obtained from the Office of the Associate Dean for Graduate Education and Research, Martha Van Rensselaer Hall, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850.

## Living Arrangements

Cornell University provides its students with a variety of residential halls ranging from large units to small houses and co-operatives.

There are no mandatory meal plans. The University maintains a number of dining services in various locations on campus, thus enabling students to eat when and where they may choose. Optional dining arrangements are offered such as the Cornell Credit Card for those who do not wish to pay cash for each meal. A description of the dining services and available plans will be distributed along with other materials.

All freshmen are strongly encouraged to live in University residence halls because of the enhancement of their adjustment to the Cornell community and the rigors of academic work. All other students also may elect to live in University residence halls. However, because the



demand for space is anticipated to exceed the supply, all students are urged to apply at their earliest opportunity. Assignment priority is established by the date the application is received by the University.

Transfers and entering graduate students should note that admission to the University does not necessarily guarantee the availability of on-campus housing.

Detailed information on University residence halls and an application for housing accommodations will be enclosed in the letter of provisional acceptance sent to each successful candidate by the Office of Admissions.

A limited number of housing accommodations are available for graduate students and married students. Further information and application blanks may be obtained by writing Student Housing Services, 103 Barnes Hall, Cornell University, Ithaca, New York 14850.

## Health Services and Medical Care

Health services and medical care for students are provided in two Cornell facilities: the Gannett Medical Clinic (out-patient care) and the Sage Infirmary (hospital care).

Students are entitled to unlimited visits to the Clinic. Appointments with individual doctors at the Clinic are encouraged and may be made by calling or coming in person to the Clinic. An acutely ill student will be seen promptly, with or without an appointment. Students are also entitled to most laboratory and x-ray examinations indicated for diagnosis and treatment when prescribed by University physicians, hospitalization in Sage Infirmary with medical care for a maximum of fourteen days each term, and emergency surgical care. The cost of these services is covered in the General Fee.

On a voluntary basis, insurance is available to supplement the services provided by the General Fee. For further details, including charges for special services, see the *Announcement of General Information*.

If the student's health, in the opinion of the University authorities, makes re-

maining in the University unwise, the student may be required to withdraw.

## Library

The State College of Agriculture and Life Sciences and the State College of Human Ecology are served by the Albert R. Mann Library with approximately 420,000 volumes. The Mann Library is supplemented by the other libraries of Cornell University, containing about 3,800,000 volumes. Many of these volumes also relate directly to subjects dealt with by these State Colleges.

In addition to materials on applied agriculture and human ecology, the Mann Library contains extensive collections dealing with such related sciences as botany, biochemistry, bacteriology, genetics, entomology, and nutrition. It also includes large collections in economics, sociology, psychology, and education, and smaller collections on a variety of other subjects. Of major importance are the numerous complete files of foreign and domestic periodicals and government publications; more than 11,000 are received currently.

The Albert R. Mann Library building was completed in 1952. It has a capacity of 500,000 volumes and seats 750 readers. The first floor of the library is devoted primarily to books assigned for class reading, with rooms seating 380 persons. Also on this floor are rooms for small groups studying together, and the Ellis Room, containing books and periodicals for leisure reading. On the second floor are the reference, bibliography, and periodical reading rooms, copying service, a room where typewriters may be used, offices and work rooms, the main loan desk, and the card catalog. The catalog provides a record of library materials located in all libraries and departmental collections of the Colleges. The library has a comprehensive collection of bibliographies.

## Financial Aid

Students in the New York State College of Human Ecology are eligible to compete for scholarships that are open to under-

graduates in any college of Cornell University, and for scholarships available particularly to students in the College of Human Ecology.

Incoming *freshmen* must apply by January 1 through the Office of Admissions, Day Hall. Financial aid application forms are mailed to all who apply for admission to the University. This procedure covers all freshman scholarships except the Grace Schermerhorn Scholarship. See p. 26.

*Upperclassmen* should apply by early March through the Office of Scholarships and Financial Aid to be considered for all possible scholarships, both those offered through the College of Human Ecology and University scholarships awarded through the Office of Financial Aid. *The deadline is April 15.*

One application is sufficient for a student to be considered for the available awards. Since the awards are made on a one-year basis, however, students must reapply each year.

Decisions on awards for entering freshmen are made in the middle of April, and notification is sent to the applicant about the same time as the acceptance for admission.

Decisions on scholarship awards for upperclassmen are made by the College of Human Ecology Awards Committee early in June; by the Office of Scholarships and Financial Aid during the summer.

The scholarships available particularly to students in the New York State College of Human Ecology are described in the following pages. Unless otherwise stated for an individual scholarship, all of these awards are made in recognition of financial need, leadership, and academic achievement. The amounts quoted are approximate.

A quality point cumulative average of 2.85 or better is required for scholarship awards. A recipient is expected to maintain a 2.85 quality point average during the first semester the student holds the scholarship in order to have the scholarship continued.

*Human Ecology scholarships available to entering students* are the Eastern Milk Producers Cooperative Scholarships, the Human Ecology Alumni Elizabeth Lee Vincent Scholarship, the Grace Schermer-

horn Scholarship, the Helen H. Shedrick Scholarship, and several of the tuition scholarships for nonresidents.

## Home Bureau Scholarships and Educational Grants

The income from thirteen funds established by the New York State Federation of Home Bureaus provides a large group of scholarships and educational grants annually. The Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds provide scholarships. All the other Home Bureau funds may be used to award either scholarships or educational grants. A quality point cumulative average of 2.85 or better is required for the award of a scholarship, though this is not necessary for a grant.

All the Home Bureau scholarships and grants are open to sophomores, juniors, and seniors. Preference is given to those from Upstate New York and Long Island. However, students from any part of the state, preparing for work in any branch of the home economics professions, are considered eligible.

The Home Bureau funds were established as a result of dime contributions from members of the Home Bureaus throughout the counties of Upstate New York and Long Island.

### Awarded as Scholarships

*The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Martha Van Rensselaer* was established in 1932. Miss Van Rensselaer, first director of home economics at Cornell, was a moving spirit in organizing the Federation, a pioneer in the development of extension work, and a key person in the establishment of home economics at the college level. In 1923 she was chosen as one of the twelve greatest women in the United States by a committee appointed by the League of Women Voters. The 1972-73 award is at least \$600.

*The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Flora Rose* was established in 1939. With Miss Van Rensselaer, Miss Rose was codirector of home economics through its development into a college. After Miss Van Rensselaer's death, Miss Rose was director of the College until her retire-

ment in 1940. The amount is at least \$600.

*The New York State Federation of Home Bureaus, Inc., Scholarship in Honor of Ruby Green Smith* was established in 1935. Mrs. Smith, a former state leader of Home Demonstration Agents (1932-42) and a counselor for the Federation, was the author of the Home Bureau Creed and the International Creed of Associated Country Women of the World. The amount is at least \$600.

#### **Awarded as Scholarships or Educational Grants**

*New York State Federation of Home Bureaus, Inc., Award in Honor of Carrie Gardner Brigden*, first president of the Federation, was established in 1923. The amount is at least \$700.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Nettie M. Roods*, former treasurer of the Federation and chairman of its scholarships committee for many years, was established in 1943 and first given in 1945-46. The amount is at least \$600.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Anna Gage Putnam*, member of the first Board of Directors and secretary of the Federation for seven years, was established in 1945. The amount is at least \$600.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Martha H. Eddy*, former president of the New York State Federation of Home Bureaus, was established in 1946. She was one of the College counselors of the Federation. The amount is at least \$600.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Ann Phillips Duncan*, one of the first home demonstration agents in the state, was established in 1940. Mrs. Duncan was one of the organizers of the State Federation of Home Demonstration Agents and served on the State Fair Commission. The amount is at least \$600.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Elizabeth MacDonald*, a former president of the New York State Federation of Home Bureaus, was established in 1947. Mrs. MacDonald was for ten years director of the Associate Women of the American

Farm Bureau Federation. The amount is at least \$600.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Eliza Keates Young*, third president of the New York State Federation of Home Bureaus, was established in 1948. Mrs. Young was for many years a member of the Legislative Forum Committee. Her efforts in Albany helped to obtain state funds for the building of Martha Van Rensselaer Hall. Mrs. Young also was prominent in work with the Associated Country Women of the World. The amount is at least \$600.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Cora L. Tyler*, sixth president of the Federation, was established in 1949. The amount is at least \$600.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Evalyn F. Gatchell*, the seventh president of the Federation, was established in 1951. Mrs. Gatchell was present at the meeting in 1919 called to organize the Federation. The amount is at least \$600.

*New York State Federation of Home Bureaus, Inc., Award in Honor of Edith P. Wagenblass*, eighth president of the Federation, was established in 1952. Mrs. Wagenblass was also chairman of the organization committee for a home bureau in Wyoming County. The amount is at least \$500.

#### **Human Ecology Alumni Association Scholarships**

*The Human Ecology Alumni Martha Van Rensselaer Scholarships* are given in honor of Martha Van Rensselaer, the first director of home economics at Cornell. The fund was established by the Alumni Association of that College in 1941. The fund was doubled in 1960 through a bequest of Miss Flora Rose who was codirector of the College with Miss Van Rensselaer and later director. Awards are made to sophomores, juniors, or seniors who are outstanding students. The amount of each award is at least \$500.

*The Human Ecology Alumni Elizabeth Lee Vincent Scholarship* was established in 1953 by the Alumni Association of the College in honor of Miss Vincent upon her retirement as dean of the College. The



\$200 award is made to an entering freshman.

*The Helen G. Canoyer Scholarship* was established in 1968 by the Alumni Association of the College in honor of Miss Canoyer upon her retirement as dean of the College. The award is made annually to a female or male, junior or senior student in the New York State College of Human Ecology. The amount is approximately \$500.

## Other Scholarships

*American Agriculturist Foundation Scholarships.* Two scholarships of \$200 each were established in December 1970 by the American Agriculturist Foundation, Inc., to be awarded to undergraduate students, especially those from families directly involved in farm industry. Priority will be given to those students transferring from two-year colleges to the New York State College of Human Ecology.

*Serby-Gildea Scholarships.* Two scholarships were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48. The scholarships are administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meet the scholarship standards of the College Awards Committee. Each award is \$500.

*The Suffolk Home Economics Extension Award* was made possible by the voluntary contributions of Cooperative Extension members in Suffolk County. It may be given as either a scholarship or as an educational grant. Any New York State junior or senior planning a career in teaching or Cooperative Extension may apply. Preference is given to students from Suffolk County provided their qualifications compare favorably with those of other applicants. The amount is \$400.

*The Robert M. Adams 4-H Memorial Scholarship* was established in memory of Professor R. M. Adams by the 4-H Clubs of New York State in 1938. The scholarship yields approximately \$150 a year. Students who are state residents are eligible to apply after their first year in college, and those who have been 4-H Club members are given first consideration.

*The Eastern Milk Producers Scholarships.* Two scholarships of \$250 each were established in January 1960 by the Eastern Milk Producers Cooperative Association, Inc., to be awarded either to freshmen or upperclassmen. Entering freshmen are eligible to apply for the scholarships provided that they rank in the upper two-fifths of their high school graduating class. Financial need, evidence of outstanding character, and leadership ability are considered in making the awards. Preference is given to daughters of members of the Eastern Milk Producers Cooperative Association. A freshman applicant who is the daughter of a member of the Eastern Milk Producers Cooperative Association should note this on the scholarship application.

*The Grace Schermerhorn Scholarship* was established in 1926 by the Association of Homemaking Teachers of the New York City Elementary and High Schools in memory of a former director of homemaking education there. It is awarded to a student from the New York City schools who has been accepted for admission to the New York State College of Human Ecology. To be eligible to apply, a student must be outstanding in scholarship and character, must indicate a desire to teach home economics in the New York City schools, and must be suggested by the teacher of home economics in her particular high school to the scholarship chairman of the Association of Home Economics Teachers of New York City. The Executive Board makes the final choice in the selection of a candidate. The amount is approximately \$350.

*The Danforth Leadership Training Scholarship* has been awarded annually since 1941-42 to an outstanding freshman in the College. It provides two weeks of leadership training with free tuition and expenses at the American Youth Foundation Camp on Lake Michigan.

*The Helen H. Shedrick Scholarship* was established in 1967 at the bequest of Howard H. Shedrick. This scholarship aid is for deserving and needy women students in this College. Preference is first given to students from the village of Williamsville; second, to students from the county of Erie; third, to students from the state of New York. The amount is

approximately \$800.

*The Kurtz-McCormic Memorial Scholarship* was established by the Student-Faculty Committee in the New York State College of Home Economics in 1967 in memory of Carol I. Kurtz and Anne C. McCormic, two students in the College of Home Economics who lost their lives in a fire at the Cornell Residential Club, April 5, 1967. The scholarship is to be awarded annually to one junior or senior student in the New York State College of Human Ecology and the amount is at least \$400.

*The Ernestine Becker McCollum Scholarship* was established in 1964 at the bequest of Professor Emeritus Elmer Verner McCollum. The scholarship is awarded to an undergraduate woman student in any of the departments of the New York State College of Human Ecology. The recipient is selected on the basis of scholarship and high character, and the amount of the award depends upon demonstrated financial need. The amount available is \$700.

*The Alma Hipwood Keenan Fund* was established in July, 1971, by John J. Keenan in memory of his wife, Alma Hipwood Keenan, Class of 1934. Interest from the fund is to be awarded in the form of a scholarship or educational grant to undergraduate students in the College. The grant is administered through the Committee on Undergraduate Awards.

*The Fleischmann Scholarship* is awarded to an incoming junior or senior who shows the greatest promise in furthering an education in journalism with a major in the New York State College of Human Ecology and a minor in journalism. The amount is approximately \$1,000.

*Nassau County Homemakers Council Scholarship* is made possible by contributions from the chapters of the Homemakers Council which were formerly extension units in Nassau County. The award is given to a junior or senior from New York State and preferably from Nassau County or Long Island. Preference is given to a student preparing for a career in community service, such as teaching in public school or Cooperative Extension. The 1972-73 award is \$500.

*Tuition Scholarships for Nonresidents.* Eight scholarships giving waiver of tuition for the year are open to students

who are not residents of New York State. Financial need and academic achievement are considered.

## Educational Grants

*New York State Federation of Home Bureaus, Inc., Educational Grants.* By action of the Federation in the fall of 1960 all Home Bureau funds except the Martha Van Rensselaer, the Flora Rose, and the Ruby Green Smith funds may be used to award either scholarships or educational grants (see p. 24). Academic average is not specified for these grants.

*The Suffolk Home Economics Extension Award.* See p. 26.

*The Ontario County Home Economics Educational Grant* was established in 1961 through the contributions of enrollees in the home economics program of the Cooperative Extension Association of Ontario County. The grant of \$200 is awarded to a junior or senior who is a resident of New York State, preference being given to students from Ontario County.

*The Sarah Gibson Blanding Educational Grant* was established in 1969 by the Alumni Association of the College in honor of the first dean of the College. Miss Blanding was appointed director in 1941 and dean in 1942. The first award, to be made in 1972, is for \$300.

*Alumni Association Cash Awards.* A small fund is maintained by the Alumni Association of the College from which worthy undergraduate and graduate students under financial pressure may receive limited amounts. Applications should be made through the chairman of the Alumni Committee on Scholarships on blanks available in the Office of Records and Scheduling.

## Prizes

*The Flora Rose Prize Fund* was endowed by an anonymous donor in December 1967 to honor Professor Flora Rose. The prize is to be awarded annually to the upper-class student at Cornell University who in the opinion of the dean of the New York State College of Human Ecology, or his delegate shall demonstrate the greatest promise for contributing to the growth

and self-fulfillment of future generations. Approximate value \$125.

*The Paul R. Guldin Memorial Endowment* was established by Mrs. Paul R. Guldin as a memorial to her husband, a graduate of the New York State College of Agriculture in 1912. Its aim is to encourage undergraduate students in the College of Agriculture and Life Sciences and the College of Human Ecology to become interested and to take part in the development of a more adequate rural leadership. The income supports a contest for the best original articles (written by undergraduates in these colleges and published in the *Cornell Countryman*) that contribute to the purpose of the endowment. The contest includes all issues of the magazine for the academic year. First prize is \$100; second prize, \$75; third prize, \$50; first honorable mention, \$15; and second honorable mention, \$10.

*The Elsie Van Buren Rice Home Economics Public Speech Stage* was endowed by the late James E. Rice, professor of poultry husbandry, to further the preparation of students in the College for participation in public affairs. Students in good standing have had opportunity to participate in this public speaking contest for a first prize of \$100 and a second prize of \$25.

*A publication concerning prizes offered in the University and open to competition by students in the New York State College of Human Ecology may be obtained from the Visitor Information Center, Day Hall.*

## Loans

Student loan funds are available through the Office of Scholarships and Financial Aid, Day Hall, and application may be made through that office.

*Flora Rose Loan Fund.* In 1942 a revolving account for financial aid to students in this College was established through a gift from Miss Flora Rose, director of the College until 1940. The fund is administered through the Office of Scholarships and Financial Aid, Day Hall.

*Esther Stocks Loan Fund.* Through the bequest of Mrs. Marion Houghtelin Hart of Winter Park, Florida, this fund was established in 1961 for the use of graduate students in preschool education in the

New York State College of Human Ecology. Students wishing to use the fund should contact the Office of Scholarships and Financial Aid, Day Hall, or the chairman of the Department of Human Development and Family Studies.

*Lambda Chapter of Epsilon Sigma Phi*, a national honorary fraternity for Cooperative Extension personnel, maintains a small loan fund. The first priority for loans is to members of the Cooperative Extension staff in New York State who are on study leave. Loans are also available to members of the immediate families of Epsilon Sigma Phi members and New York State Cooperative Extension staff. George Zonitch, East Roberts Hall, is chairman of the loan fund committee.

*Nancy McNeal Roman Loan Fund* was established in 1971 by Miss Wylle B. McNeal in memory of her sister, Mrs. Nancy McNeal Roman (former professor in the New York State College of Home Economics, 1917-1950). This fund, available to junior, senior, and graduate students, is administered through the Office of Scholarships and Financial Aid, Day Hall.

## Graduate Assistantships and Other Aids

*Graduate assistantships*, available in each of the departments of the New York State College of Human Ecology, offer opportunities for a number of students to gain experience in college teaching, in preparation of teaching material, or in research. Applications for admission to the Cornell Graduate School and for fellowships and scholarships are made on one form. Applications for assistantships are made on a separate form. Both applications may be obtained from the department in which the applicant plans to study by writing to the head of that department, or to the Office of the Associate Dean for Graduate Education and Research, New York State College of Human Ecology, Cornell University, Ithaca, New York 14850. Application forms for admission also may be obtained from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850. All applications should be returned to the Graduate School. Applicants must be accepted in the Graduate School before or concur-

rently with the award of assistantships and fellowships.

*University fellowships*, both junior and senior, are available to graduate students in the fields of human ecology in competition with graduate students in other fields of the University. (See *Announcement of the Graduate School* for further information.) In addition, certain fellowships and scholarships are available specifically for graduate students in human ecology.

Applications for assistantships should be filed as early as possible, preferably by January 25. Applications for fellowships and scholarships are due February 1. Awards are ordinarily announced for both assistantships and fellowships no later than April 6.

The fellowships and scholarships listed below are available to qualified graduate students in human ecology.

*General Foods Fund Fellowships* for graduate study in the New York State College of Human Ecology were established in 1956 by the General Foods Fund, Inc. Applicants may major in any field in the New York State College of Human Ecology and may register for either the Master's or Doctor's degree. This grant may be awarded as two \$1,750 fellowships, or as one \$3,500 fellowship for a doctoral student. This is not an annual award; it was awarded in 1971-72 and will not be offered in 1972-73.

*The Katharine Wyckoff Harris Fellowship* was established in 1956 through a bequest of Miss Katharine Harris, a graduate of the College and for many years head of the Department of Institution Management. It was awarded for the first time in 1957-58. The fellowship is available to candidates who are majoring or minoring in human ecology fields. Preference is given to candidates whose major interest is in the graduate field of human nutrition and food. The award is made on the basis of academic record, successful experience in institution management, and potential contribution to the field of dietetics. Approximate value \$3,200.

*The Herbert and Lillian Powell Fellowship* was established through an endowment in memory of Mrs. Powell's sister, Miss Margaret L. Brew, who had been head of the Department of Textiles and Clothing. The fellowship is restricted to a

Protestant woman in the field of home economics. Master's and doctoral degree candidates are equally eligible. Preference is given to candidates with major interest in the field of textiles and clothing or household economics and management. The approximate value of the award is \$2,500.

*The Flora Rose Fellowship* was established to encourage capable people who have professional home economics experience to return for advanced study. Awarded for the first time in 1963-64, the fellowship is available to candidates with majors in any field in human ecology. Doctoral candidates are given preference. Alumni are given preference among candidates of equally high qualifications. The award is based on evidence of exceptional ability to pursue graduate study and on potential contribution in the area of college teaching and/or research. The total value is at least \$1,500.

*Human Development and Family Studies.* Twelve National Institute of Mental Health traineeships are available for Ph.D. candidates with major interest in this field. All applicants are asked to take the Graduate Record Examination. Total values: \$3,500 to \$3,900 for twelve months, plus dependency allowance.

*Human Nutrition and Food.* United States Public Health traineeships in administrative dietetics or nutrition are available to full-time graduate students who are United States citizens and who have completed a dietetic internship approved by the American Dietetic Association. These traineeships provide tuition, fees, and a minimum stipend of \$2,400 per year.

*The Grace Steininger Fellowship Fund* is available to candidates for advanced degrees who are majoring in the area of human nutrition and food. Preference is given to doctoral candidates. Approximate value \$3,400.

*The Helen Canon Scholarship* is available to candidates for advanced degrees who are majoring in the area of household economics and management. The scholarship is named for the former head of the Department of Household Economics and Management and is provided by the interest on an endowment fund established in her memory in 1958 by her sister, Miss Eva Tolman Canon, and by Miss Beulah

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Blackmore, a close friend for many years and former head of the Department of Textiles and Clothing. Approximate value \$1,500.

*Two Serby-Gildea Scholarships* were established in 1966 by the Gildea Foundation at the request of Mr. and Mrs. (Gertrude Serby, '52) Ray Y. Gildea, Jr., '48. The scholarships are to be administered by the Alumni Association and are available annually to one graduate and one undergraduate student, either American or foreign, who meets the scholarship standards of the College Awards Committee. Each award is \$500.

*The Mabel A. Rollins Scholarship* is available to candidates for advanced degrees who are interested in studying either economic or managerial problems of families. The scholarship is named for the head of the former Department of Household Economics and Management. It was awarded for the first time in 1970-71 and has a value of at least \$250.

*The Anna Cora Smith Scholarship.* In 1930 two research fellowships were established through the will of Mrs. Cora Smith, widow of Professor Clinton DeWitt Smith, a graduate of the College of Agriculture. One fellowship was to be awarded to young women for research work in home economics problems. The other was to be the Clinton DeWitt Smith Fellowship in agriculture. The selection of candidates is based not only on scholarship and need but on fitness for research work. Although the bequest was essentially for graduate students, its terms left freedom for consideration of others as well. Approximate value \$1,000.

*The Ruth Ada Birk Eastwood Scholarship* is available to candidates for advanced degrees in the area of household economics and management and who are preparing for college teaching. This scholarship was established through a gift from the mother of the late Mrs. Ruth Ada Birk Eastwood, a former graduate assistant in the Department of Household Economics and Management. Approximate value \$1,500.

*The Blackmore Scholarship* was established in 1968 through the bequest of Beulah Blackmore, former professor of home economics, in memory of her mother and father. The scholarship may be awarded to a needy graduate or undergraduate student interested in the field of textiles or clothing. The amount is approximately \$700.

*The Veronica Menyhart Memorial Scholarship* was established in 1971 at the request of Mr. and Mrs. Charles Menyhart, parents of the late Veronica Menyhart, former instructor in the College of Human Ecology. Annual award \$500.

*The Ethel B. Waring Fellowship* is for graduate study in fields that contribute to the improvement of family living in other countries and societies. American students preparing for foreign service will be considered, but preference will be given to students from other cultures who plan to return to their native countries. The grant is available to Doctoral or Master's degree candidates and to non-degree students. Total value approximately \$1,000.

# Description of Courses

The courses offered in the College of Human Ecology are listed below by department. They are numbered according to the following system.

- 100-299: Courses primarily for underclassmen (freshmen and sophomores). Includes introductory courses; 200 courses, may carry prerequisites or courses or class.
- 300-499: Courses primarily for upperclassmen (juniors and seniors) and graduate students.
- 500-599: Courses primarily for graduate students.
- 600-699: Courses restricted to graduate students.

## Interdepartmental Courses

Interdepartmental courses may be counted in the fifteen credits required outside the major department but may not be substituted for the six credits required in one department of the fifteen credits required outside the major.

**312 Decision Making in the Family.** Fall and spring terms. Credit three to four hours. SU grades optional. A family sociology course such as HDFS 162 or Sociology 343 is recommended. T Th 1:25-3:20, and other hours to be arranged. Misses Davey and Walker. Decision making is studied in relation to the formation of family goals and the means the family uses to achieve the goals. Factors that expand and limit alternatives are examined as well as decision-making processes. Field trips are included to study the interrelationship of values, goals and resources in managerial decision making.

Managerial concepts are applied in a variety of situations. The number and type of experiences determine the credit and course fee. Experiences include: (a) observation of family decision making and the integrative function of management through working with a family in the solution of a managerial problem; (b) participation in a small group that

lives together and makes and implements decisions relative to some of the resources and activities associated with family living; and (c) exploration of other managerial problems to meet students' interests and needs.

Suggested for students preparing for positions in social work, Cooperative Extension, and other helping professions. Required of students in the interdepartmental major for teachers of home economics.

Maximum course fee is \$30.

**349 Participation in Selected Sections of the Human Affairs Program.** Fall and spring terms. Credit three to six hours. S-U grades optional. Time to be arranged. Prerequisite: permission of the instructor and section leader. Open to sophomores, juniors, and seniors. Mrs. Vatter.

A College-wide course, under the supervision of a committee appointed by the dean. Not all sections of the Human Affairs Program can be accommodated under ID 349. Consult instructor for those accepted each semester. A student must be accepted into an appropriate section before completing registration. May be repeated for credit with permission of the instructor.

**350 Man in Contemporary Society.** Fall and spring terms. Credit four hours. S-U grades optional. Not open to freshmen and sophomores. W 7-9 p.m. and hours to be arranged. Miss Rhodes.

An interdisciplinary approach to problems of man in and interacting with his physical, biological, and social environment. Analysis of the interaction of the physical, biological, and social dimensions of selected problems of man; implications of these interactions for individuals and families in society.

**368 Child-Care Facilities Planning.** Spring term. Credit three hours. S-U grades optional. Limited to 20 students. Prerequisite: senior majors or graduate students in HDFS, DEA, HNF, and CSE. M W 1:25-4:30. Robert Bartholomew, Sue McCord, Marion Potts, Kathryn Visnyei, Jean Knitzer. Seminar and team project experience focus-



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ing on a specific nursery school, day-care center, or other type of child-care facilities. The course will cover activity-space analysis, nutrition-dietary planning, behavioral observation and notation, physical planning, and solution proposal. The team project organization will be used, enabling students with a background in either design, nutrition, or child psychology to contribute in the area of their abilities.

**413 Resource Management for Exceptional Families.** Spring term. Credit two to four hours. Prerequisite: a course in management, such as ID 312, or concurrent one-credit special problem on T Th 1:25-3:00 for the first six weeks of the semester. T 9:05-9:55 and Th 9:05-11, Misses Davey, Steidl, and Walker.

Examination of special managerial problems faced by families with exceptional imbalances in different resources. Analysis of techniques of compensating for resource limitations in families in poverty, with health handicaps, with young mothers in the labor force, one-parent families, student couples, and retired couples. Students are expected to work independently in assembling and evaluating materials relevant to resource management. Case studies. Field trips.

Suggested for students preparing to work with families in health and rehabilitation programs, social work, geriatrics, adult education programs, and financial counseling.

Students desiring a field experience consult the instructors and register for three or four credits, with permission. Field experiences build upon student's specialization within Human Ecology.

### Division of Academic Services

**300 Special Studies for Undergraduates.** Fall and spring terms. Credit and hours to be arranged. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

**400 Special Studies for Undergraduates.** Fall and spring terms. Credit hours to be arranged. Department faculty. For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experi-

mental basis, with a group of students in advanced work not otherwise provided in the department. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

**400A Directed Readings:** For study which predominantly involves library research and independent reading.

**400B Empirical Research:** For study which predominantly involves data collection and analysis or laboratory or studio projects.

**400C Supervised Fieldwork:** For study which predominantly involves participation in community or classroom settings.

Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available from the Division of Academic Services. One form, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-in-registration period, early submission of the special studies form to the department chairman is necessary.

**500 Special Problems for Graduate Students.** Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairman and approved by the head of the department and the members of the staff in charge of the problem for independent, advanced work. Department faculty.

### Community Service Education

Irving Lazar, Chairman; Mrs. Helen Nelson, Graduate Field Representative

The Department of Community Service Education focuses on the analysis of educational and social action processes and programs, especially those designed to help people improve the quality of everyday life. Faculty and students in the Department have in common a concern for understanding processes by which people make significant changes in their everyday behavior and in the near environment.

Professionals are needed who can design innovative programs for effecting change, participate in the implementation of such programs, and analyze systematically their impact on people. Preparation of these professionals is a primary function of the Department.

The Departmental major includes options to prepare students to teach home eco-



*A student teacher discusses her progress with the cooperating teacher.*

nomics\* (Option Ia) or health (Option Ib); to work in social agencies or social action programs (Option II); or to perform educational roles in a variety of settings as diverse as a community-level youth organization or the consumer service arm of a major industry (Option III).

Students interested in the areas mentioned above should consult with faculty members in the Department or members of the departmental council for current information about programs. Requirements for the department and the interdepartmental major are also available from the Division of Academic Services. Details of the field-experience requirement will be available before preregistration.

The graduate program in Community Service Education is a part of the Field of Education. The general degrees M.S. and Ph.D. may be earned, as well as the professional degrees M.A.T., Ed.D., and M.P.S.

Students' programs emphasize concepts and methods of inquiry in those social sciences that have relevance for dealing with

\* Students with this interest who entered prior to September 1970 follow the interdepartmental major for home economics teaching, with some modifications.

problems of program planning, implementation, and evaluation. For example, analysis of group processes and interpersonal interaction in task-oriented groups is an important concern. Of particular interest is the group whose task is related to education or to informal socialization of its members or to change in the environment.

Research currently underway includes: preparation and evaluation of paraprofessionals in community services; evaluation of adult programs in home-making, consumer and nutrition education; evaluation of community services for nonmetropolitan people; development and evaluation of community education centers; cross-cultural studies of women's role in rural development; adolescent anomie and vocational planning in rural, suburban, and urban schools.

Requirements for all graduate degrees in education, and the types of majors available, are stated in the *Announcement of the Graduate School*. Applicants are required to submit scores on the aptitude test of the Graduate Record Examination; under certain circumstances, the Miller Analogies Test is an acceptable substitute for the G.R.E.

Sufficient assistantships are available in community service education to provide



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financial support as well as relevant professional experiences for many students. College and University fellowships are also available.

The Department has new and excellent facilities for teaching, research, and experimentation with educational technology. Co-operative relationships are maintained with schools in local and large urban centers for observation, participation, and research; similar relationships are being developed with a variety of other institutions and agencies concerned with human services.

### 101 Introduction to Community Services.

Fall term. Credit three hours. Open to freshmen, sophomores, and transfers. CSE majors have priority at preregistration. Maximum enrollment, 40. T 12:20, Th 12:20-2:15. Miss Rhodes.

The course is designed to provide a basic understanding of the role of those community services which are designed to assist individual growth, and the development of the family as an interdependent life support system. The purpose and focus of ongoing services concerned with health, education, and welfare will be examined in relation to their function in different communities. Students will observe several community services.

### 203 Individual Behavioral Change.

Fall and spring terms. Credit three hours. Limited to CSE majors. Maximum enrollment, 50. M 12:20, W 12:20-2:15. Mr. Brenden and Miss Imbler.

Designed as a basic course in the theory of individual behavioral change and as an introduction to the helping relationships. Emphasis will be placed upon the theories and dynamics of behavioral change, self-understanding, and personal growth. The use of one-to-one helping techniques, role playing, and dyad and triad experiences will be included.

### 300 Special Studies for Undergraduates.

Fall and spring terms. Credit and hours to be arranged. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

### 302 Structure of Community Services.

Fall term. Credit three hours. Prerequisite: suitable community experience, previous or concurrent, arranged through instructor. Permission of instructor required. CSE majors have priority at preregistration. M 1:25, F 1:25-4. Mr. Altman and Mrs. Wright.

Description and analysis of the characteristics of human service organizations, including effects of bureaucratization; formal and informal systems; roles and functions in various staffing patterns; and changing role orientations of service providers and consumers. Models for evaluating effectiveness of service delivery will be considered. Field work experience in the summer preceding the course and concurrent analysis of existing community service programs and problems will provide data and opportunity for generation and application of concepts.

### 304 Establishing Community Services.

Spring term. Credit three hours. M 1:25, F 1:25-4. Prerequisite: CSE 302 or equivalent. The course is intended to prepare students to undertake activities of planning and organizing service through community work in social welfare, health, and education. Emphasis will be placed on defining and assessing community needs and problems; developing programs in response to these findings; eliciting needed support; and designing appropriate systems for service delivery and evaluation.

### 325 Health-Care Services and the Consumer.

Spring term. Credit three hours. S-U grades optional. CSE majors, Options Ib and III, have priority. Maximum enrollment, 40. T 1:25-4:10, Th 3:35. Mr. Sorensen.

Developments in the health field that affect the availability and kinds of health services. Emphasis is placed on interrelationships between institutions and agencies, and the part each can play in prevention, diagnosis, and treatment of disease and disability. Visits to institutions and contacts with local agencies will be made.

### 330 Ecology and Epidemiology of Health.

Spring term. Credit three hours. S-U grades optional. T Th 2:30-4:10. Mr. Sorensen.

Ecological and epidemiological approaches to the problems of man in achieving health in interaction with his physical, social, and mental environment. The course will have two foci: first, critical health problems related to drug abuse (including alcohol and tobacco); second, problems of urban living, environmental health, and the provision of community health care services by public agencies.

### 340 Clinical Analysis of Teaching.

Fall and spring terms. Credit one hour. Prerequisite or parallel: Education 411. CSE majors in Options Ia and Ib have priority. W 2:30-4:25. Miss Minot.

Teaching episodes are analyzed in terms of principles of educational psychology. Emphasis is on a clinical analysis of teaching strategies and classroom interaction. Micro-teaching gives students an opportunity to develop technical skills of teaching and to

develop self-evaluative ability in the analysis of teaching.

**370 Issues in Social Welfare and the Current Social Work Scene.** Spring term. Credit three hours. Open to sophomores, juniors, and seniors. M 10:10, W 10:10-12:05. Mrs. Webb. An analysis of several major social welfare policies and programs that were designed and selected to meet defined contemporary social problems, such as income relief programs, children's programs, medical services, public housing, war on poverty, citizen rights, consumer services, and other programs. Emphasis will be placed on policy development and the ways the social work profession has addressed these issues and attempted to intervene. Study teams will be developed around problems and issues, based upon the special interests of the students. The community will serve as a laboratory for team members for interviews and discussions with community leaders, residents, public officials, and program staff.

**372 Interviewing and Social Casework Techniques.** Fall term. Credit three hours. CSE majors in Options II and III have priority. M 10:10, W 10:10-12:05. Mrs. Webb. Introduces the student to interviewing principles and techniques which may be applied not only to social work, but in other kinds of human services. He will become familiar with various methods of casework with individuals and will develop basic skills necessary for beginning entry into social service employment. The general aim of the course is to help the student acquire and extend understanding of the main currents of casework theory, thought, and practice principles. Additional areas will include techniques of case study and case recording.

**374 Social Work Practice with Groups.** Spring term. Credit three hours. Prerequisite: CSE 203. Open to juniors and seniors majoring in Option II. M 10:10, W 10:10-12:05. Mr. Altman.

Introduces students to social work practice with groups. Students will investigate the group work method, settings of practice, historical perspectives, the dynamics of processes of social groups, and the role of the worker.

**392 Research Design and Analysis.** Fall term. Credit three hours. Prerequisite: HDFS 115 or basic course in psychology. T Th 12:20-1:35. Miss Blackwell. Basic concepts in research design and analysis are considered. Assignments and discussion focus on helping students to read research reports with greater understanding, and to contribute more effectively to program evaluation and other research enterprises. Actual experience with segments of evaluation/research include, among others: analysis

of reports, variable definition and measurement, and data analysis and interpretation.

**400 Special Studies for Undergraduates.** Fall and spring terms. Credit hours to be arranged. Department faculty.

For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

**400A Directed Readings:** For study which predominantly involves library research and independent reading.

**400B Empirical Research:** For study which predominantly involves data collection and analysis or laboratory or studio projects.

**400C Supervised Fieldwork:** For study which predominantly involves participation in community or classroom settings.

Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available from the Division of Academic Services. One form, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-in-registration period, early submission of the special studies form to the department chairman is necessary.

**404 Intervention Strategies.** Spring term. Credit four hours. M W F 8 and one hour to be arranged. Limited to CSE majors, upper-class level. Prerequisite: CSE 203 or basic course in psychology. Mr. Barr, Miss Minot, Mr. Sorensen.

Concepts related to planned change; the change agent; the client system; application of valid knowledge to the client's problems; mutual goal setting; planned action; change agent-client relationships. Types of strategies for behavioral and organizational change. Mechanisms of change and the role of the change agent; creating motivation to change, determining family and individual goals, developing new responses; identifying components of change; stabilizing and integrating change; relationships between individual and organizational change; value dilemmas of the change agent. Seminar and field observation consistent with each student's professional interests.

**411 Introduction to Adult Education.** Fall term. Credit three hours. S-U grades optional. CSE majors have priority at preregistration. T Th 8:05-9:55. Miss Noble.



*Students explore the use of instructional resources for teaching.*

Focuses on the broad aspects of adult education, types and scope of adult education programs, philosophy and principles of adult education, and community and organizational factors affecting development of adult programs. Opportunity will be provided for field trips, for observation of adult education programs in business and industry and in community organizations and agencies.

**414 Practicum.** Fall and spring terms. Credit six hours. Open only to CSE majors who have completed the prerequisites planned with their adviser. Consent of the Option II or III adviser required. Includes field orientation and a full semester of practicum two full days a week or its equivalent and a concurrent seminar. In 1972-73 assignments will probably be in Ithaca or the surrounding area. For those students whose placements may require remaining with the agency for a full year (two semesters), the course may be repeated once on an elective basis. Mr. Altman and Miss Imbler.

Field assignments will be arranged by the Department and supervision will be provided cooperatively by the Department and the field agency or program. Students will take other courses on campus concurrently with this experience.

**416 The Helping Relationship.** Spring term. Credit three hours. S-U grades optional. Enrollment by permission of instructor before preregistration. Limited to 20 students. Lecture, F 2:30-4:10. Small group laboratory, W 7-9 p.m. Miss Imbler.

Designed for those entering the helping professions, such as education, social services, and health. Concentration will be on theory, research, and training in the facilitative processes in the helping relationship. Training will include use of role playing, dyad and triad skill practice exercises, aural and video tapes. Each class member will participate in a small group laboratory during which emphasis will be placed upon the development of the facilitative attitudes and skills.

**441-442 Practicum Experience.** (Options Ia and Ib). Consult option advisers, Miss Minot and Mr. Sorensen.

This sequence of courses involves observation and participation in the home economics or health programs of one or more schools in communities near Ithaca. Special scheduling is required for CSE 441 and 442. The instructional resource center is available for independent study throughout the year for all registered students.

**441 The Art of Teaching.** Fall and spring terms. Credit two hours. To be scheduled concurrently with CSE 442. This course is blocked during the first seven weeks of the term. F 8:05-9:55 and by arrangement. Consideration is given to major concerns related to teaching at the secondary level: implementation of plans, evaluation, department management, space and equipment, action research, and philosophy of teaching home economics and health.

**442 Teaching Practicum.** Fall and spring terms. Credit six hours. Student teaching full time for last seven weeks of term. Guided student teaching experience with students assigned to cooperating public schools. Student teachers live in the school communities and work under the guidance of both local teachers and department faculty.

**443 Critical Issues in Education.** Fall and spring terms. Credit two hours. M 1:25-3:20. Mr. Babcock. This course is blocked during the first seven weeks of the term. An examination of current issues in education. Analysis of the historical, philosophical, social, and political factors that affect the issues.

**[445 Community Field Study.** Credit six hours. This course is blocked the first seven weeks of the semester and, if taken, should be blocked with CSE 442 and 441. As this course requires special arrangements, permission of the instructor is required at pre-registration. Not offered in 1972-73. Probably offered in 1973-74 for CSE majors in Option Ia and Ib desiring a 6-credit field study prior to CSE 442.

Field experience focused upon: 1) a community study, 2) understanding of families and community services in a neighborhood, 3) orientation of school for CSE 442, and 4) work in a related community service, e.g. Cooperative Extension, neighborhood center, or other service area of interest. A weekly seminar will focus upon an interpretation and analysis of experiences with implications for the role of a teacher.]

**446 Undergraduate Seminar.** Fall and spring terms. Credit one to three hours. For students in CSE Option Ia and Ib. S-U grades optional. Seminar is blocked during the first seven weeks of the term. Miss Minot, Mr. Sorensen.

One or two major issues related to the teaching of home economics and health will be considered each term, for example: teaching disadvantaged urban youth; the middle school program; occupational education related to home economics and health; evaluating effectiveness of different techniques of health education. May be repeated for credit with permission of the instructor.

**500 Special Problems for Graduate Students.** Fall and spring terms. Credit and hours to be arranged. S-U grades optional. For students recommended by their chairmen and approved by the instructor in charge for independent, advanced work. Department faculty.

**510 Seminar in Adult Education.** Fall term. Credit three hours. S-U grades optional. T 10:10, Th 10:10-12:05. Miss Imbler.

Designed to deal with significant problem areas in adult education. Implications of theory and research in the problem area will be important considerations. One specific problem area will be considered each time the seminar is offered, the particular area to be announced at preregistration time. The seminar may be repeated with permission of the instructor.

**531 Seminar on Human Service Programs.** Spring term. Credit three hours. S-U grades optional. T 7-10. Mrs. Wright.

For persons who anticipate working with paraprofessionals in community service setting. The course will focus on the nature of professionalization; roots of paraprofessionalism; the New Careers concept; models of utilization of paraprofessionals; recruitment, selection, training, and evaluation of paraprofessionals; and team-building skills required by the professional. Attention will also be given to organizational practices that facilitate differentiated staffing. Previous experience as professional in human service setting required.

**[550 Comparative Studies of Family Education Services.** Fall term. Credit three hours. S-U grades optional. Permission of the instructor is required. W 1:25-3:55. Miss Rhodes. Not offered in 1972-1973; will be offered 1973-74.]

**570 Seminar in Higher Education.** Fall term. Credit three hours. S-U grades optional. M 10:10-12:05. Miss Rhodes.

Analysis of significant current topics in higher education with emphasis on problems of preparation for professional work in community services.

**571-572 The Teacher Educator in Home Economics.** For graduate students preparing for teacher education positions involving supervision of student teachers. Permission of the instructors is required. Previous experience in teaching home economics at the secondary level is required for CSE 572.

571: Fall term. Credit three hours. Class hours to be arranged. Also observation and participation in CSE 404 and several half-day field trips. Mrs. Nelson.

572: Spring term. Credit four hours. Hours to be arranged. Observation and participation first half of the semester, and weekly half-day

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or full-day field trips for last half of the semester. Miss Minot.

**571:** Opportunity is provided for students to develop understanding of teacher education practices by observing and participating in the undergraduate program. Participation involves teaching and individual work with students. Additional experiences include observation of student teachers and of supervisory conferences in student teaching centers. **572:** Seminar is concerned with basic principles of supervision and their application to the preservice education of home economics teachers. Opportunity is provided for observation and participating in CSE 340, 441, and 442, including some teaching in the courses and the supervision of a student teacher.

**[579 The Teaching of Home Management in College.** Spring term. Credit one to three hours. Permission of the instructor is required. Hours to be arranged. Miss Davey. Not offered in 1972-73].

**580 Seminar in Community Service Education.** Fall and spring terms. Credit one hour. S-U grades only. F 12:20. Department faculty. An informal seminar for graduate students and faculty. One or two major topics to be considered each term. May be repeated for credit with permission of instructor.

**584 Curriculum Development.** Spring term. Credit three hours. For students with professional experience in some aspect of teaching or by permission of the instructor. W F 8:25-9:50. Miss Rhodes.

An examination of the social, psychological, philosophical bases of curriculum theory with special attention to techniques presently used in curriculum development. Opportunity provided for students to work on individual or group projects related to their interest and expertise.

**590 Evaluation.** Fall term. Credit three hours. For professionals concerned with behavioral change: extension agents, social workers, educational program directors, high school and college teachers and administrators, research workers. Students without experience in any of these professional positions are admitted by permission of the instructor. T Th 1:25-2:55. Mrs. Nelson. Basic principles of evaluation studied in relation to specific methods of appraising progress toward objectives of behavioral change. Opportunities will be given for constructing and using evaluation instruments.

**599 Master's Thesis and Research.** Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of the chairman of the graduate committee and the instructor. Department graduate faculty.

**620-621 Strategies for Community Change.** Fall and spring terms. Credit three hours each. M 2:30-5. Mr. Lazar.

The application of behavioral and social science to planned organizational change. Principles of program planning and the derivation of program objectives from policy and contextual variables in a community. Alternative strategies and their relevant application to community change. Second semester will utilize case histories of community change as a basis for understanding how strategic choices are applied. Ongoing programs of change will be examined, and students will be involved in designing concrete projects in the development and improvement of community programs. Where possible, direct participation in ongoing programs will be arranged.

**673 Internship and Field Work in Teacher Education.** Fall term. Credit two hours. S-U grades optional. Prerequisites: CSE 571 and 572. Hours to be arranged. Miss Minot and Mrs. Nelson.

Involves supervision of student teachers and conferences as needed with college supervisor and cooperating teachers in the schools. Provision made for a follow-up visit to a first-year teacher.

**675 Administration and Supervision Practicum.** Spring term. Credit two hours. S-U grades optional. Permission of the instructor required. Th 2:30-4:10. Miss Rhodes.

Analysis of principles of supervision and administration in educational institutions through directed observation of the organization of state, city, and college programs concerned with aspects of community service education. (Approximate cost of field trips \$35.)

**690 Seminar in Evaluation.** Spring term. Credit two hours. S-U grades optional. Prerequisites: CSE 590 and Education 453 or equivalents. W 2:30-4:10. Miss Blackwell.

Opportunity for intensive study of literature concerning selected topics in evaluation, for refinement of appraisal techniques, and for carrying out an evaluative study related to current departmental research.

**699 Doctoral Thesis and Research.** Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of the chairman of the graduate committee and instructor. Department graduate faculty.

## Consumer Economics and Public Policy

Gwen J. Bymers, Chairman; Marjorie Galenson, Graduate Field Representative

The central concern of this Department is





*Students visit a local housing project.*

the welfare of the consumer in society. Programs of study, research, and public service emphasize not only family spending for material goods and services such as food, shelter, and clothing, but also family and social investment in human capital. The faculty, comprised of social scientists from several disciplines, are also interested in how social and economic policies affect consumer behavior and human welfare at all levels of society. The economic, social, and political interests of the Department are especially manifested in its concern for the relationship between consumers and their housing.

The Department offers programs leading to the bachelor, master, and doctoral degrees. At the undergraduate level, the student is offered two options: consumer economics and housing.

## **Consumer Economics**

An expanding concern for consumer well-being on the part of both government and private industry indicates that consumer economics is a growing field. An option in the area of consumer economics requires a strong base in those subjects that contribute to an understanding of a market economy and the consumer's rights and responsibilities.

Graduates of the Department would be valuable to governmental agencies providing consumer services such as the Food and Drug Administration and the United States Department of Agriculture. They would also be equipped to work with business and industry in consumer relations divisions. Students electing this option may combine it with work in food, textiles, or household equipment. This option may also be combined with work in family studies, management, and community service education as preparation for careers in social service or for teacher preparation.

Preparation for graduate work and research in consumer economics requires that the student take work in mathematics, economic theory, and other supporting disciplines. Students who contemplate advanced study are urged to work closely with their subject-matter adviser when choosing electives.

## **Housing**

Housing probably is of more concern today at different levels of government and among different organizations than ever before in our history. Numerous interesting career opportunities are available.

Housing is a social science-based program.



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The student, in consultation with his departmental adviser, is expected to take course work closely related to housing concerns (i.e., city planning, poverty, racial relations, demography, and family and community decision making). The option consists of course work and special studies designed to prepare students for positions in both public and private housing organizations and to work with community groups with housing concerns.

Considerable program flexibility is possible. Special interests and career needs of the student may be accommodated through use of elective credits and through employment of the undergraduate thesis to investigate a topic of special concern to the student.

Specific course requirements of these options are available from the Division of Academic Services.

Students are encouraged to check the interdepartmental courses, p. 31.

**100 Introduction to Consumer Economics and Public Policy.** Fall term. Credit three hours. S-U grades optional. M W F 10:10-11. Mrs. Robinson.

An introductory course designed to provide a basic understanding of macroeconomics with particular concern for those areas having an impact on families. The course will cover national income accounting, income distribution, prices, and monetary and fiscal policy. This will serve as a basis for the study of income redistribution programs and other areas of government action.

**147 Housing and Society.** Fall term. Credit three hours. S-U grades optional. Enrollment limited to 20 students per section, six sections. Information regarding special section hours will be available at preregistration. Lectures, T Th 11:15-12:05. Special additional meeting times to be arranged. Miss Winter.

A survey of contemporary American housing issues as related to the individual, the family, and the community. The course focuses on the current problems of the individual housing consumer, the implications of these problems for housing the American population, and governmental actions undertaken to alleviate these problems.

**148 Housing Perspectives.** Spring term. Credit three hours. S-U grades optional. Enrollment limited to 12 students per section, five sections. Information regarding special section hours will be available at preregistration. Lectures, T Th 10:10-11. Special additional meeting times to be arranged. Miss Winter.

An analysis of housing and the neighborhood from various disciplinary perspectives including sociological, political and economic approaches. Specific topics discussed under the several approaches may differ from year to year.

**230 Problems in Providing Consumer Goods.** Fall term. Credit three hours. S-U grades optional. Economics 101-102 recommended. M W F 1:25-2:15.

The basis for a better understanding of the market economy as it is concerned with the distribution of consumer goods. Emphasis is on the joint interest of industry, consumers, and the government in an efficient distribution system. Areas covered include identification of the consumer interest, sources of consumer information and protection, and a discussion of current consumer issues. Occasional field trips may be taken in place of class meetings.

**248 Housing Regulation and Housing Programs.** Fall term. Credit three hours. S-U grades optional. Prerequisite: CEPP 147 or permission of instructor. M W F 12:20-1:10. Mr. Bower.

An analysis of institutional controls governing the production, distribution, and consumption of housing with emphasis on those having impact on the availability and use of housing in local communities. Coverage includes controls deriving from property such as exercise of the police power (zoning, subdivision controls, building and housing codes), eminent domain, taxation, deed and lease restrictions, private covenants, legal aspects of home acquisition and financing, landlord-tenant relationships, as well as those resulting from the interface of legislative, judicial, and administrative control of housing and renewal programs.

**300 Special Studies for Undergraduates.** Fall and spring terms. Credit and hours to be arranged. S-U grades optional. For special arrangement of course work necessitated because of previous training. Department faculty. Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

**320 Economics of Consumption.** Fall term. Credit three hours. S-U grades optional. Prerequisite: Economics 101-102 or equivalent. M W F 10:10-11. Mr. Gauger.

This survey of the economics of consumption includes the following major topics: history of empirical studies of consumer behavior, economic theory of consumer behavior, the work-leisure choice and its relation to plans for income maintenance, influences and constraints affecting the rationality of consumer choice, past trends and present levels of income and consumption in the United States, intercountry comparisons of consumption, the development of standard budgets and their

use, and predicted future patterns of consumption.

**330 Management in Relation to Personal Finances.** Spring term. Credit three hours. S-U grades optional. Enrollment limited to 75 students, preference given to juniors and seniors. M W F 9:05-9:55. Mrs. Robinson. The study of personal financial management at various income levels and during different stages of the family life cycle. Topics covered will include the use of budgets and record keeping in achieving family economic goals; the role of credit and the need for financial counseling; economic risks and available protection; and alternative forms of saving and investment.

**333 Marketing.** Spring term. Credit three hours. S-U grades optional. Prerequisite: microeconomics. M W F 8-8:50. Miss Conklyn. A study of marketing functions, institutions, policies, and practices with emphasis on their role in creating consumer satisfaction. Current problems are identified for in-depth study. A field trip to New York City to study selected marketing operations is arranged when feasible.

**341 Fundamentals of Housing Economics.** Fall term. Credit three hours. S-U grades optional. Prerequisite: Economics 101-102 or equivalent. M W F 9:05-9:55. Mr. Daniels. Designed to give the student a basic understanding of the structure and operation of the housing market. The economic determinants of housing supply and demand are related to (1) levels of housing consumption and housing standards, (2) the composition of the housing inventory, and (3) levels of and fluctuations in housing production. The influence on the housing market of institutional forces, including building codes, zoning, finance, and taxation, is also examined.

**345 International Housing Problems and Policies.** Spring term. Credit three hours. S-U grades optional. Prerequisite: CEPP 147 or permission of the instructor. M W F 12:20-1:10. Mr. Daniels. National housing needs and housing objectives are assessed within the context of the stage of a country's economic development and the structure of its economic system. Inter-country comparisons are made of the impact of national housing policies and programs on housing standards, production costs, and stability in housing production. Special emphasis is given to developing countries in Africa and Latin America and socialist economies in Eastern Europe.

**349 Provision of Housing in the United States.** Spring term. Credit three hours. S-U grades optional. Prerequisite: CEPP 147 or permission of instructor before preregistration. T 11:15-12:05, Th 11:15-1:10. Mr. Bower. An analysis of the impact of social and

technological change upon the structure, operations, and performance of various housing submarkets and their productive mechanisms. Particular attention will be given to governmental programs designed to alter performance in furthering current and emergent societal goals.

**350 Introduction to Social Policy.** Spring term. Credit three hours. S-U grades optional. Open to upper division students. M W 2:30-3:45. Mr. Carter.

This course is intended to give students an appreciation of the significance of national policies as they affect social relations and levels of living. Although it will concentrate on governmental policies, the role of private initiatives will also be considered. The course will examine questions of the distribution of social goods and services and the measurement of their contribution to particular objectives. The course will give most attention to policies in the areas of income, education, and housing. In exploring these policies it will review the recommendations of pertinent presidential and nongovernmental commissions.

**355 Economic Conditions in Relation to the Welfare of Families.** Fall term. Credit three hours. S-U grades optional for nonmajors. Open to sophomores, juniors, and seniors. Graduate students may elect to audit and write a research paper for one to two credits under CEPP 500. Prerequisite: Economics 101-102 or equivalent. M W F 8-8:50. Mrs. Vatter.

Examination of contemporary economic problems that affect the welfare of families in the United States. Examples are affluence and poverty; monetary and fiscal policies as these affect families; efficacy of the delivery of public services in the area of health, education, subsidized housing, etc. Where relevant, the historical origin of these problems will be studied.

**400 Special Studies for Undergraduates.** Fall and spring terms. Credit hours to be arranged. Department faculty.

For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study. 400A Directed Readings: For study which predominantly involves library research and independent reading.

400B Empirical Research: For study which predominantly involves data collection and analysis or laboratory or studio projects.

400C Supervised Fieldwork: For study which predominantly involves participation in community or classroom settings.

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Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available in Academic Services. One form, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-in-registration period, early submission of the special studies form to the department chairman is necessary.

**411 Time-Use Decisions in Families.** Fall term. Credit three hours. S-U grades optional. Prerequisite: one course in sociology and one in microeconomics or consent of instructor. T 8-9:55, Th 9:05-9:55. Miss Walker.

Time as a human resource in a consumer-oriented society with emphasis on its alternative uses in households. The meaning of time and implications of its use to society and to families. Critical review of research in use of time. Individual projects applied to special professional interests of students.

**425 Economics of Recreation and Leisure.** Spring term. Credit three hours. S-U grades optional. Prerequisite: microeconomics; a course in sociology also recommended. W 11:15-12:05, F 11:15-1:10. Mr. Gauger.

This course focuses upon the recreational use of leisure time. The framework of analysis employs a view of recreational activity as a consumer good resulting from an economic decision by the individual or household as to allocation of scarce resources—time and money. The contributions of other social sciences will also be examined for additional insights. Empirical studies are reviewed in terms of alternative recreation theories.

**442 Faculty-Student Seminar in Housing.** Fall term. Credit two hours. S-U grades optional. Prerequisite: CEPP 147 and a minimum of six additional credit hours of housing courses. W F 1:25-2:15. Department faculty. Consideration and discussion of current research in housing. Student will develop a senior thesis topic. Students wishing to substitute six semester hours of CEPP housing courses approved by the department for the CEPP 442-499 sequence may do so.

**443 The Social and Economic Effects of the Housing Environment.** Fall term. Credit three hours. S-U grades optional. Prerequisite: CEPP 147 or 148. M W F 11:15-12:05. Mr. Morris and Miss Winter.

A seminar dealing with the extent to which social and economic ends may be accomplished through manipulation of the housing environment. Physical and social deterministic viewpoints will be considered. The approach will be based on critical analysis of research.

**465 Consumer and the Law.** Spring term. Credit three hours. S-U grades optional. Prerequisite: CEPP 230 or permission of the instructor before preregistration. T Th 11:15-12:30. Mrs. Galenson.

The emphasis will be on the work of the Federal agencies and on court decisions as these affect consumers in the market. Topics covered will include liability for injury from consumer products; laws covering safety of drugs, labeling, and advertising; and the consumer problems arising from ignorance and poverty.

**472 Community Decision Making.** Fall term. Credit three hours. S-U grades optional. Prerequisite: junior standing. M 1:25-4. Mr. Hahn.

Course designed primarily for students interested in the political aspects of public policy questions at the local community level. The course will concentrate on the investigation of relationships between individuals and the political system. It will consider political participation, decision-making processes and structure, community conflict, and community change. Concurrent participation in community activities is desirable but not required.

**480 Welfare Economics.** Fall term. Credit three or four hours. S-U grades optional. Prerequisite: consent of the instructor before preregistration. M W 11:15-12:30. Miss Clemhout.

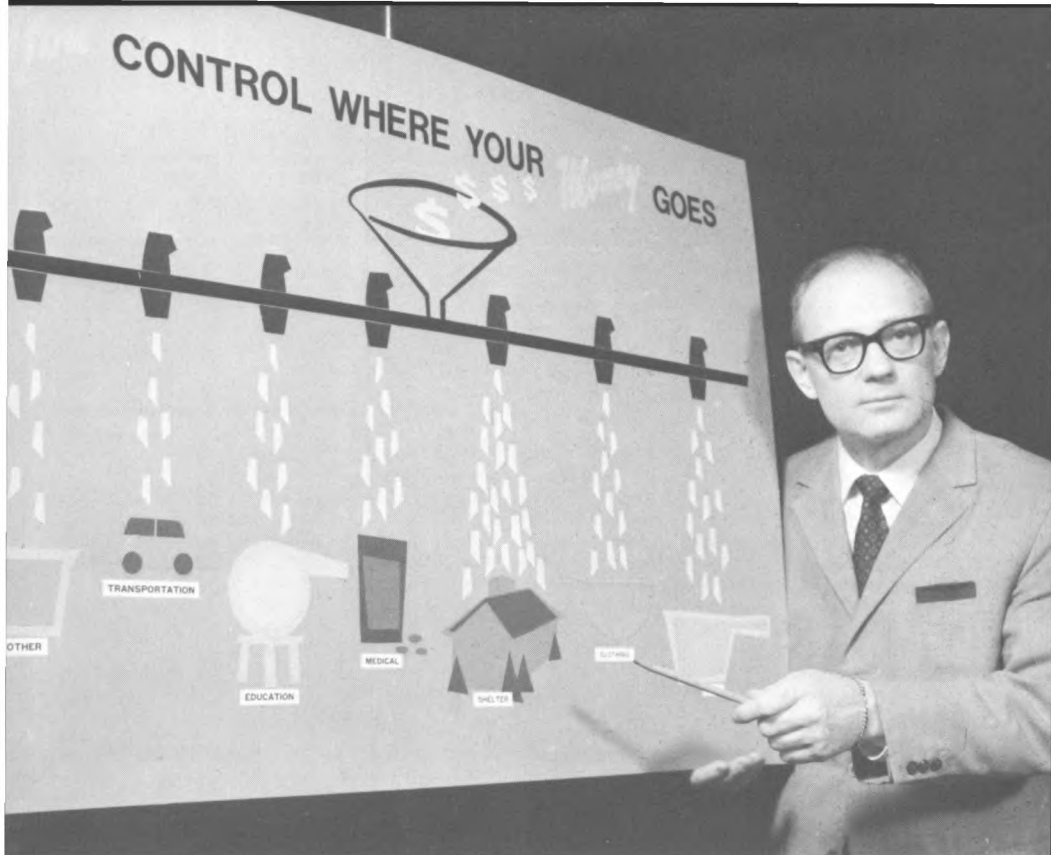
A study of the social desirability of alternative allocation of resources. Topics include Pareto optimality, external effects in production and consumption with applications to problems of environmental quality, public expenditure decisions, measurement of welfare, and evaluation of relevant public policy issues.

**485 Public and Private Decision Making.** Spring term. Credit three hours. Prerequisite: an intermediate economics course or the equivalent. T Th F 1:25-2:15. Mr. Babb.

A study of formal models dealing with the operations of coalitions within bureaucracies and electorates. Consideration will be given to the effects which organizational structure and voting strategies have upon the decision-making process. The topics to be covered will be complementary to the subjects dealt with in courses in welfare economics.

**499 Undergraduate Thesis for the Housing Option.** Spring term. Credit three or six hours. Prerequisite: CEPP 442 and the consent of adviser before preregistration. Hours to be arranged. Staff.

Consideration and discussion of current research in housing. Student will develop a senior thesis topic. Students wishing to substitute six semester hours of CEPP housing courses approved by the department for the CEPP 442-499 sequence may do so.



*Balancing consumer spending.*

#### **500 Special Problems for Graduate Students.**

Fall and spring terms. Credit and hours to be arranged. S-U grades optional. For graduate students recommended by their chairman and approved by the head of the Department and the instructor in charge for independent, advanced work. Department faculty.

#### **501 Research Design and Analysis in the Social Sciences.**

Spring term. Credit two hours. S-U grades optional. Prerequisites: introductory statistics course and permission of the instructor. W 2:30-4:25. Mrs. Vatter.

The course is a general introduction to the design and analysis of research. The emphasis will be on research methods for social and economic studies. The meaning of science, patterns of scientific investigation in the social sciences, and their applicability to selected concepts in the departmental area. The course is designed for first- or second-year graduate students. Its purpose is to help students achieve the ability to make critical evaluation of pertinent research findings and to design sound studies of their own.

#### **519 Seminar in Family Decision Making.**

Fall term. Credit three hours. S-U grades optional. Consult instructor before registering. T Th 10:10-11. Miss Davey.

The decision event in the family is studied in depth; that is, the behavior of the decision maker, the decision processes of goal formation and implementation, and the situational constraints.

#### **520 Consumption Theory.**

Fall term. Credit three hours. S-U grades optional. Prerequisite: intermediate economic theory or permission of instructor. W F 2:30-3:45. Mr. Gauger. This course presents the major developments in the micro- and macroeconomic theory of consumption. Topics include the theory of utility and preference, substitution and income effects, permanent and relative income hypotheses, aggregate consumption, and the consumption implications of alternate growth models.

#### **530 Family Financial Management.**

Spring term. Credit three hours. S-U grades optional. Prerequisite: CEPP 330 or equivalent. F 2:30-4:25. Miss Wiegand.

A study of developments in the family financial management field with emphasis on the role of the consultant. An effort will be made to establish criteria for achieving and evaluating successful family financial management, and to develop skills in working with families on money management problems.

## 44 Consumer Economics and Public Policy

**540 Fundamentals of Housing.** Fall term. Credit two hours. S-U grades optional. Consult instructor before registering. T 3:35-5:15. Mr. Bower.

An introductory survey of housing as a field of graduate study. Consideration of the spatial context and institutional setting of housing; the structure, operations, and performance of the housing market and the house-building industry; housing finance; the nature, operations, impact, and policy of government housing programs; contemporary housing problems and issues.

**542 Housing Market Analysis.** Fall term. Credit three hours. S-U grades optional. Permission of the instructor is required. Th 2:30-4:25. Mr. Babb.

Designed to give the student a basic understanding of local housing market operations and mechanisms, including demand determinants, such as demographic, economic, and institutional characteristics; supply determinants, such as the quality, nature, and expected changes of the inventory; and market indicators, such as price, vacancies, and real estate transactions. The first part of the course describes the traditional approach to housing market analysis. The second part is devoted to the description and evaluation of mathematical models in spatially locating required residential activities. Land use and transportation models are used as examples. A field problem is included in the course.

**548 The Social Demography of Housing.** Spring term. Credit three hours. S-U grades optional. Th 2:30-4:25. Mr. Morris.

The purpose of the course is to develop skills in social and demographic analysis of housing. The dynamic relationships between the size and composition of the population of households and the amount and quality of the housing stock are analyzed in the light of social norms and values relative to housing.

**549 Production of Housing.** Spring term. Credit two hours. S-U grades optional. Prerequisite: CEPP 540 or permission of instructor. T 3:35-5:15. Mr. Bower.

An examination of the system of producing shelter in the United States, its structure, and major processes. Focus will be on decision making within existing institutional constraints. Description and evaluation of major subsystems including contractual and speculative home building, the prefabrication industry, mobile home manufacturing, and production of rental housing. Some attention will be devoted to building of "new towns" and production of housing in conjunction with a number of special-purpose governmental programs.

**571 Intergovernmental Relations and Local Community Change.** Spring term. Credit three hours. S-U grades optional. Prerequisite:

CEPP 472, equivalent course in local government and politics, or permission of instructor. M 1:25-4. Mr. Hahn.

Description and analysis of the intergovernmental system with special attention to public problem-solving and community change at the local level. What impact do local political systems have on the effectiveness of state and federal programs? In what ways, if any, do state and federal programs alter local political systems?

**580 Applied Welfare Economics—Policy Issues.** Spring term. Credit three hours. S-U grades optional. Consent of the instructor. M W 11:15-12:30. Miss Clemhout.

Topics vary from year to year. The objective of the course is to evaluate the economic impact of various policies in conjunction with the efficiency of existing institutions. Policy issues covered relate to education (effects of automation, etc.), health, and environmental problems (urban development, transportation, etc.). Attention is given to the interrelationship of policy and planning within the larger economic-socio-political framework.

**597 Seminar.** Fall and spring terms. Non-credit course. M 4-5. Department faculty.

Planned to orient students to graduate work in the field, to keep students and faculty abreast of new developments and research findings, to acquaint them with subject matter in related areas, and to provide opportunity to examine and discuss problems of the field.

**599 Master's Thesis and Research.** Fall and spring terms. S-U grades optional. Registration with permission of the instructor and chairman of graduate committee. Department graduate faculty.

**620 Economics of Consumption.** Spring term. Credit three hours. S-U grades optional. Consult instructor before registering. T 2:30-4:25. Mrs. Galenson.

A review of theories of the consumption function and of the recent literature on family consumption, including demand elasticities; family saving and investment, including investment in human capital; and the economic determinants of the participation of women in the labor force. Particular attention will be paid to the analytical techniques used on empirical data and the problems involved in research in this field.

**640 Seminar in Current Housing Issues.** Spring term. Credit three hours. S-U grades optional. Permission of the instructor required. F 9:05-11. Mr. Daniels.

Focuses on a selected group of national issues related to housing. The issues evaluated vary from year to year based on current importance and student interest. When possible, this course presents studies in the context of present or recent research, with



emphasis on both subject content and methodology.

**643 Readings in Housing.** Spring term. Credit two hours. S-U grades optional. Registration with permission of the instructor. Hours for discussion of readings to be arranged. Department faculty.

**658 Seminar for Doctoral Candidates.** Spring term. Credit two hours. S-U grades optional. Department staff. Review of critical issues and thought in consumer economics and public policy questions.

**699 Doctoral Thesis and Research.** Fall and spring terms. S-U grades optional. Registration with permission of the instructor and chairman of graduate committee. Department graduate staff.

## Design and Environmental Analysis

Joseph A. Carreiro, Chairman; Mary E. Purchase, Graduate Field Representative

The Department of Design and Environmental Analysis is concerned with the creation, change and control of the quality of the physical aspects of the near environment. Beginning with the individual and extending "from the skin to the walls and beyond" the near environment encompasses all of the objects which he sees, touches, and uses as well as the spaces or personal territory which he occupies as he moves about in his work and leisure activities at home and away from home. The human and social needs of individuals and families as affected by the characteristics of space and the items in it are of central concern.

The subject matter deals with basic concepts of design: the chemical, physical, and structural properties of textiles, metals, wood, clay, and other materials important in the makeup of the near environment; the psychological, sociological, and managerial analyses of man's relationship to his physical environment; and the processes of converting data from materials and human factors engineering into the design of physical solutions to problems of human needs.

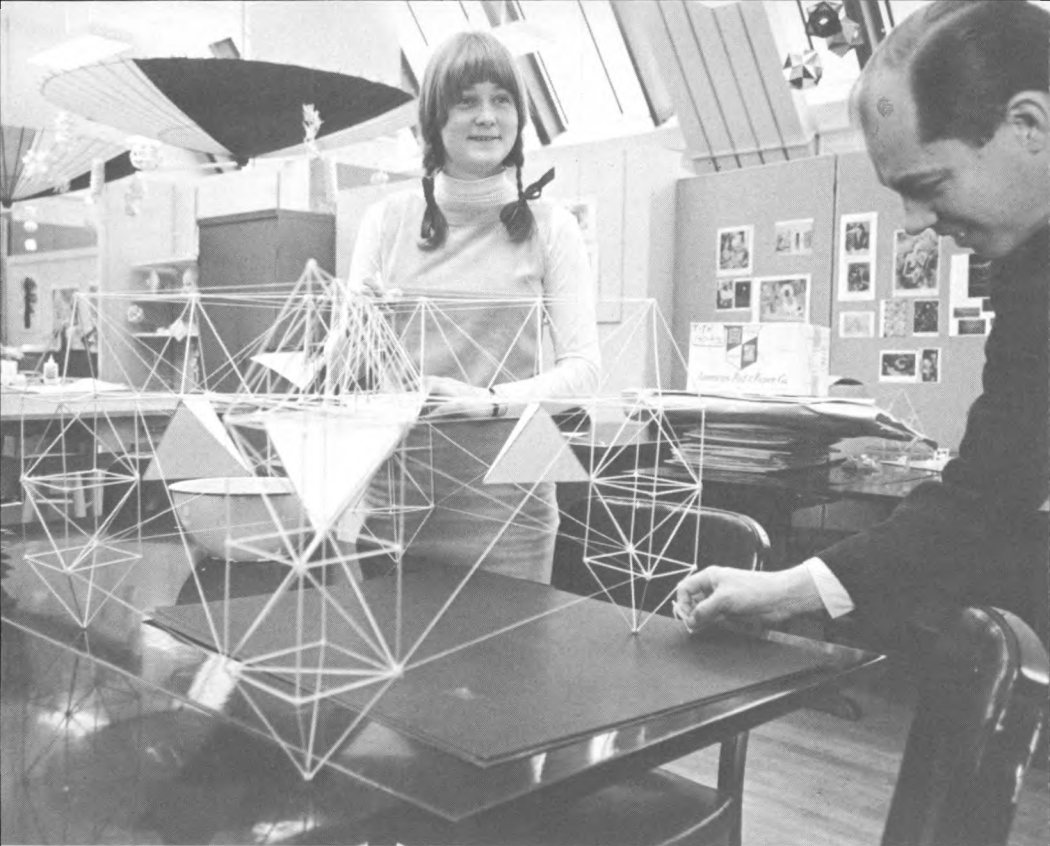
Study in the Department provides opportunity for developing multidisciplinary approaches to solve man's problems of coping with the near environment, looking not only at the objects themselves but seeking an understanding of their impact, interaction, and relationship to one another and to people as well. These problems may involve simple matters such as the restrictions imposed by limited function, funds or space, or choices of appropriate materials to be used in clothing, furnishings, or equipment, while other

problems may concern complex products, equipment and layout planning requiring a high level of cooperative effort involving many other inputs, disciplines and groups. Optimal combinations of color, light, texture, and space must be chosen for intellectual and emotional development and stability while matters of function, economy, efficiency, safety, comfort, service, and maintenance are equally important elements which must be brought into balance in order to maximize the quality of our microenvironment. Courses are planned to develop creative abilities, esthetic judgment, analytical expertise, problem-solving approaches, and understanding of the interrelatedness of the various facets of the subject matter. Problem solutions that represent optimal balance among human, functional, and economic considerations are emphasized. Excellent and varied laboratory facilities permit exploration of materials, processes, and analytical techniques.

A major in design and environmental analysis is built upon some knowledge of basic design, properties of materials, and the relationships between the near environment and human and social needs. Further specialization is provided through opportunities to emphasize the design of the near environment, the science of textiles and other materials, and effects on the person of space, equipment, and furnishings, such as the interactions of people, their work, leisure, and personal growth. The major requires that the student develop some strength in physical sciences, social sciences, and design, and greater depth in one area depending upon the specialization chosen by the student.

Career outlets vary widely. Some careers are associated with those professions concerned with the design of objects for the near environment and the space in which they are used. Other careers are in educational programs—both formal and informal—and various types of communications programs. For students emphasizing design, positions may be in consumer product design or industrial design, apparel design, interior design, and various aspects of housing design and technology i.e. housing subsystems including bathrooms, kitchens, and utility cores as examples. For students emphasizing textiles or other materials important in products used in the near environment, professional work includes consumer information programs and certain aspects of business and industry in which knowledge of properties and structure of materials and their end-uses must be linked. Students emphasizing human and social needs in the near environment can function effectively in consumer information programs, as a team member in rehabilitation of physically handicapped and culturally deprived persons, and by serving as liaison between the consumer and the producer in-





*A tension-compression problem in the course Form, Structure, and Space.*

terpreting information critical to the design of the near environment.

Majors in these areas make important contributions to society by providing critical information, inputs and ideas which influence those individuals, groups and institutions whose final decisions control the quality and characteristics of that part of the environment which most directly touches and influences us as individuals.

Courses in other colleges of the University that are related to the work in design and environmental analysis are in anatomy, anthropology, architecture, chemistry, city planning, education, history of art, mathematics, painting, physics, physiology, psychology, sculpture, sociology, and statistics.

An Honors program is offered by the Department, leading to the Bachelor of Science degree with Honors in Design and Environmental Analysis. Students may apply for admission to the Honors program in the spring semester of the sophomore year. Details of the special work required beyond that normally required for courses in the Department are available through the chairman of the Department.

Graduate work for the master's degree is offered in design and in environmental analysis. Candidates for a Ph.D. may minor in

design and environmental analysis. (See *Announcement of the Graduate School*.)

The Department maintains an art and environmental design gallery where exhibitions from professional sources of current work in consumer product design, interior space design, apparel design, historical analyses of design, creative uses of materials in products, crafts, and sculpture are on display for study and enjoyment. Students' class projects and faculty work are also shown.

The Department also maintains the Cornell Costume Collection, an interdisciplinary educational resource that provides stimulation for design ideas through range of form, color, texture, and pattern; evidence of change through historical development of apparel arts and crafts; and evidence of interaction of cultures illustrated in apparel arts and crafts.

**110 Design I: Fundamentals of Design.** Fall and spring terms. Credit three hours. M W 9:05-12:05, T Th 1:25-4:25. Miss Straight and Messrs. Boyd, Bushnell, Koncelik and Mensch. A studio course introducing the fundamental vocabulary and principles of design and involving experimentation with the development of form through problem-solving approaches. Minimum cost of materials \$25.

**111 Introduction to Design.** Fall term. Credit three hours. Recommended to precede or parallel DEA 110, 115, and 116. Required for majors in DEA (except class 1973) taken preferably in first year. M W F 11:15-12:05. Mr. Carreiro.

The course is intended to provide the student in design, as well as those in other academic areas, with a general background in the fields of design. Differences in philosophical premises among designers, their social and functional role in society, as well as various movements in the visual arts will be covered. The course will review the spectrum of design activities with an emphasis on the designer's role in a technological society. Lectures and visual material prepared by the design staff of the Department of Design and Environmental Analysis as well as lectures by visiting designers currently practicing in their respective fields will be included.

**115 Drawing I.** Fall and spring terms. Credit three hours. Fall, T Th 9:05-12:05, M W or T Th 1:25-4:25; spring, M W or T Th 1:25-4:25. Messrs. Hanna and Mensch.

Drawing I and Drawing II are regarded as one, two-semester course. The combined courses are intended to provide the design student with drawing skills for conceptualizing and presenting designing ideas. The course develops from "soft" to "hard" (freehand to mechanical) techniques. Units of study include sketching from life and from the imagination, perspective, isometry, orthography, and basic drafting. Minimum cost of materials \$15.

**116 Drawing II.** Fall and spring terms. Credit three hours. Prerequisite or parallel: DEA 110 and 115 or permission of the instructor. Fall, M W 1:25-4:25; spring, T Th 7-10:00 P.M., M W 1:25-4:25. Messrs. Hanna and Mensch. See Drawing I above for description.

**135 Textile Materials.** Spring term. Credit three hours. Lecture, T Th 11:15-12:05, laboratory, T or Th 8-9:55 or M or T 2:30-4:25. Mrs. Obendorf.

An introduction to the properties of textile materials with consideration of their consumer use, characteristics, and economic importance. Behavior of textile materials are observed in relation to environmental conditions which influence aesthetics, comfort, and performance.

**144 Workshop in Elementary Clothing Construction.** Fall and spring terms. No credit. Enrollment limited to 16 students per section. Th 7-9 p.m. The first laboratory will be held the second full week of classes. Mrs. Watkins.

A series of laboratories intended to teach the basic sewing skills which are needed to execute design ideas in apparel design

courses. Topics include: using the sewing machine; using a commercial pattern; layout and cutting of fabric; sewing darts, seams, and gathers; inserting a zipper; facing a neckline; setting in a sleeve; hemming; and buttonholes. A blouse or shift dress will be constructed. Approximate cost of materials and supplies, \$12.

**145 Apparel Design I.** Fall and spring terms. Credit three hours. Recommended: DEA 144 or equivalent personal experience. Fall: Lecture, M W 1:25-2:15; laboratory, M W or T Th 1:25-4:25. Spring: Lecture, M W 1:25-2:15; laboratory, T Th 9:05-12:05, or M W or T Th 1:25-4:25. Mrs. Grzelak.

A study of the fundamental principles and processes of flat pattern design, fitting, and clothing construction. Laboratory experiences include the development of a master pattern for an individual from a basic commercial pattern. Students are expected, as a result of the discovery and understanding of relevant concepts, to relate flat pattern and construction techniques to apparel design problems. Basic sewing skills will not be taught in this course. Students who have relatively little skill in clothing construction should register for DEA 144, preferably the semester before enrolling in DEA 145. Students who have had formal course work in flat pattern design and clothing construction may elect to take an exemption examination the first day of registration for new students each semester at 7:00 p.m. in Room 215 MVR. Cost of sewing supplies and materials, approximately \$25 plus fabric for final project.

**150 Environmental Analysis: Human and Social Factors.** Spring term. Credit three hours. M W F 11:15-12:05. Mr. Coates.

Introduction to the study of the relations between the physical environment and man's behavior as an individual and in groups. Perception of space and effects of spatial arrangements on interactions between persons (social geography). Significance of man's capabilities and limitations in design of man-environment systems. Guidelines for analyzing environmental conditions.

**210 Design II: Composition and Color.** Fall and spring terms. Credit three hours. Enrollment limited to 15 students. Prerequisite: DEA 110. Fall M W 1:25-4:25; Spring M W or T Th 9:05-12:05. Miss Straight and Mr. Bushnell.

Study of compositional problems generated from the two dimensional surface. Color and its perceptual properties will be explored as related to visual problems. Emphasis on the development of visual sensitivity, imagination, and problem structuring.

**219 Design Methods: Planning Strategies.** Fall term. Credit three hours. Enrollment limited to 20 students. Prerequisite: DEA 150

## 48 Design and Environmental Analysis

or permission of the instructor. T-Th 1:25-4:25. Mr. Coates.

An examination of the design process, focusing on the application of the methods, tools, and techniques appropriate to the level of the problem under consideration. Design is not thought of as esthetics but is considered to be a process of thinking before acting, involving three related activities: analysis of the situation wherein lies the problem, synthesis of possible solutions, and evaluation of which solution is most acceptable for implementation. Issues to be considered include: creativity and the design process, decision making (including problems of forecasting, coordinating expert opinions, organizing a group statistical decision, information theory, and game theory), techniques of systems analysis and operations research (optimization), performance prediction (simulation models), information retrieval systems (research), and the procedural systems of Bruce Archer, J. Christopher Jones, Christopher Alexander, and others. In order to provide an individual program of learning, the following learning options will be employed: lectures, field experience, research experience, team teaching, and self-taught student groups. It is intended that the problem context be in the "real world" and that the activities of the group move in the direction of demonstration projects. Previous design course work is desirable; however, the program is planned to accommodate both design and nondesign students.

**230 Science for Consumers.** Fall term. Credit three hours. S-U grades optional. Lecture, T Th 10:10-11, laboratory, W 2:30-4:25. Miss Purchase.

Principles of science applied to household equipment and supplies. Topics include the chemistry of cleaning agents, chemical characteristics of surfaces to be cleaned, electricity in dwellings, heat transfer, control of environmental conditions in dwellings, and mechanics of equipment. This course is particularly valuable to environmental designers and analysts and for students planning to work with consumers including teachers, extension workers, home service personnel, consumer consultants, and social workers.

**235 Textile Materials: Characterization and Evaluation.** Fall and spring terms. Credit three hours. Prerequisites: DEA 135 and either Chemistry 103-104 or Chemistry 107-108. Requires two unscheduled hours of independent laboratory work weekly. Fall, W F 12:20-2:15 plus two hours; spring, W F 12:20-2:15 plus two hours. Miss Stout and Miss White.

A series of cooperative class problems involving a wide range of textile products, testing procedures, and laboratory instruments. These problems are used in defining

properties important to satisfaction and serviceability in terms of selection, utilization, and care. Laboratory work includes the solving of problems by the application of different testing instruments and the standard and tentative evaluative methods of both the American Society for Testing and Materials and the American Association of Textile Chemists and Colorists. Other experimental methods are developed with and for the class. Minimum requirements for textile end-use performance for apparel and home furnishing fabrics are considered wherever pertinent. Research and consumer methods of analyzing and interpreting data and presenting reports.

**251 Historic Furniture and Interior Design.** Fall term. Credit three hours. Prerequisite: DEA 110. The department suggests that 251, 252, and 353 be taken in sequence when possible. M W F 8-8:50. Mr. Millican. A study of the patterns of historical development and change in furniture and interiors from man's earliest expressions through the eighteenth century, as they reflect the changing cultural framework of Western civilization, excluding America.

**252 Historic Furniture and Interior Design.** Spring term. Credit three hours. Prerequisite: DEA 251. The department suggests that 251, 252, and 353 be taken in sequence when possible. M W F 8-8:50. Mr. Millican. A study of the patterns of historical development and change as revealed through American furniture and interiors, 1650-1885. Design forms are considered individually, collectively, and in their overall historical context as they express the efforts, values, and ideals of American civilization.

**261 Fundamentals of Interior Design.** Fall term. Credit three hours. Enrollment limited to 20 students. Prerequisite: DEA 110. (Not to be taken by students specializing in interior design.) T Th 1:25-4:25. Miss Cady. A studio course which emphasizes the fundamental principles of design as applied to the planning of residential interiors and coordinated with an understanding of family and individual needs. Studio problems explore choices of materials, space planning, selection and arrangement of furniture, lighting, and color. Illustrated lectures, readings, and introductory drafting and rendering techniques are presented as background information and tools for solving interior design problems. Minimum cost of materials, \$15.

**262 Design III: Form, Structure, and Space.** Fall and spring terms. Credit three hours. Prerequisites: DEA 110, 115, 116. Fall, T Th 8-11 or 1:25-4:25; spring, T Th 1:25-4:25. Messrs. Bartholomew and Bushnell. An exploration of three-dimensional design. The course will cover form development and relationships, basic structural systems, and

the characteristics of volumes and spaces. Studies involve a problem-solving approach through the use of simple materials, such as paper, wood, metal, and plastics. The course is intended to serve as an introduction to functional problems in interior, housing, furniture, and industrial design. Minimum cost of materials, \$30.

**263 Apparel Design II: Problems in Apparel Design.** Fall and spring terms. Credit three hours. Prerequisites: DEA 110, 111, 135, 145. Recommended: DEA 115. T Th 9:05–12:05, T Th 1:25–4:25. Mrs. Johnson.

Studio problems at the intermediate level are designed to involve students in creative experiences that will increase understanding of concepts and principles related to apparel and human needs. Problem solving requires exploration of sources of apparel design ideas, experimentation with materials and techniques, and innovation. In considering interrelationships of such factors as function, materials, and technical processes, the aid of specialists whose knowledge bears upon the solution of design problems will be incorporated through lectures, studio critiques, and field trips. Minimum cost of materials, \$20.

**300 Special Studies for Undergraduates.** Fall and spring terms. Credit and hours to be arranged. Department faculty.

For special arrangement of course work necessitated because of previous training. Students prepare two copies of a description of the study they wish to undertake. One, signed both by the instructor directing the study and the chairman of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from Academic Services.

**319 The Child-Oriented Environment.** Fall term. Credit three hours. Enrollment limited to 15 students (seminar). Prerequisites: DEA 150; and either 219 or HDFS 111 and permission of the instructor. M W F 9:05–9:55. Mr. Coates.

An application of user feedback methodologies to the analysis of a broad range of environments designed for children. Such analysis of behavioral systems in existing designed environments is viewed as providing a more realistic and sensitive basis for establishing design requirements and making design decisions. In general, research of this kind attempts to describe both what goes on in designed environments and how people comprehend them. Thus, the research activities of the class will incorporate both user response techniques and observational techniques. In order to facilitate the goals of providing direct experience in research design and field applications, there will be an emphasis on the development of student directed

research projects. Consequently, lecture time will be kept to a minimum and it is expected that students operate on an independent studies basis, using faculty (including faculty from other departments) as consultants as needed.

**330 Household Equipment Principles.** Spring term. Credit three hours. S-U grades optional. Prerequisites: Either HNF 115 and HNF 146; or DEA 135; or DEA 230. M W 2:30–4:25. Miss Purchase.

Principles of operation of appliances for cooking, refrigeration, laundering, and house cleaning. Characteristics of materials used in household equipment. Evaluation of features in relation to the functions they are designed to serve and to their cost. Selection, use, and care of household equipment. Individual problems related to the student's background and interests.

**335 Textile Materials: Fiber Structures and Properties.** Spring term. Credit four hours. Prerequisites: DEA 235; and either Chemistry 353 and 355 or coregistration in Chemistry 358. T Th 1:25–2:15, Laboratory, M 1:25–4:25. Miss White.

Fiber structure as it determines fiber properties and thus influences the utility and aesthetic appeal of textile materials. Experimentation to illustrate interrelationships between fiber structure and properties and between fiber properties and behavior of textiles in use.

**342 Design: Weaving.** Fall term. Credit three hours. Enrollment limited to 8 students. Prerequisite: DEA 110. Recommended: DEA 115 or DEA 116, and DEA 135. T Th 9:05–12:05. Miss Cady.

A studio course exploring structural processes for fabric design. Projects experiment with various fibers, materials, and techniques. Minimum cost of materials, \$15.

**343 Design: Introductory Textile Printing.** Spring term. Credit three hours. Prerequisite: DEA 210. T Th 9:05–12:05. Miss Straight.

A studio course exploring the print as a design form. Emphasis is upon work done with the silk screen, but opportunities are provided for exploring other processes. Minimum cost of materials, \$30.

**344 Intermediate Textile Design: Silk-Screen Printing.** Fall term. Credit three hours. Enrollment limited to 12 students. Prerequisite: DEA 343 or equivalent course in silk-screen techniques and permission of instructor. T Th, hours to be arranged. Miss Straight.

A studio course involving further development of the problems posed in 343 based on the use of silk-screen techniques. Emphasis is placed on the concept of repetition as a primary, dominating force in textile design. Minimum cost of materials, \$30.





**345 Apparel Design III: Experimental Processes.** Fall and spring term. Credit three hours. Prerequisites: DEA 235, 263. (DEA 235 may be taken parallel to 345.) Recommended: DEA 115. Not open to students who have had DEA 146 (TC 152). Students who have had DEA 146 (TC 152), DEA 263, DEA 340 should register for DEA 465 (Spring) not DEA 345. T Th 9:05–12:05. Mrs. Watkins.

A studio course emphasizing the functional aspects of clothing. Laboratory problems are intended to relate three inputs to apparel design: the needs and function of the human body, the structural properties of materials, and flat pattern forms. Information gained by the testing of textiles and pattern designs is applied to the problems of movement, warmth, impact protection in active sports equipment, and other selected topics relating to comfort in clothing.

**346 Advanced Textile Design: Silk-Screen Printing.** Spring term. Credit variable depending upon the amount of work done and the nature of the work the student elects to take. Minimum of three credit hours. Enrollment limited to 10 students. Prerequisite: DEA 344 and permission of the instructor. T Th 9:05–12:05. Miss Straight.

Advanced design problems in textile printing will be posed and greater emphasis will be placed on professional practice in both their solutions and presentations. Minimum cost of materials, \$30.

**349 Graphic Design.** Spring term. Credit three hours. Enrollment limited to 15 students. Prerequisite: DEA 360 or permission of instructor. M W 9:05–12:05. Mr. Boyd.

The fundamentals of lettering, typography, layout, and presentation techniques. Printing processes and the use of photography and illustration are also covered, and consideration is given to graphics in product and interior design applications as well as packaging and exhibit design and informational systems.

**350 Environmental Analysis: Person, Activity, Space.** Fall term. Credit three hours. Prerequisite: Introductory Psychology. Recommended: DEA 150 and a course in human physiology. Lecture, T Th 1:25–2:15, laboratory T or Th 2:30–4:25. Miss Steidl.

Study of ways in which the physical aspects of the near environment affect a person's effort and characteristics of activities. Analysis of man-machine systems. Sources of ergonomic or human-factors data are identified. Measures of human costs of work are considered as guides for reducing amount of adaptation to man-made objects and environments. Implications are included for design of products, interior space, and activities, and choice of products in the market for efficient, safe, and comfortable human use. Field trips. Planned for students wanting to specialize in

product design, interior space planning, activity area planning, management of the near environment, and those aspects of consumer information programs concerned with choice of products in relation to optimal level of effort and selected characteristics of activities.

**353 Contemporary Design.** Spring term. Credit three hours. The department suggests that 251, 252, and 353 be taken in sequence when possible. Lecture, T 1:25–2:15, laboratory Th 1:25–3:20. Mr. Millican.

A historical study of the emergence and development of contemporary design, 1885 to present. An examination of the social, economic, technical, and style forces which shape the design forms of the present. Also a critical analysis of selected works of furniture, fabrics, and interiors.

**360 Design Procedures.** Fall and spring terms. Credit three hours. Prerequisites: DEA 110, 111, 115, 116, 210, 262. M W 8–11. Miss Van Alstyne and Mr. Hanna.

An introductory study of the fundamental principles and procedures linking the professional design fields. Exposure is given to the interior, industrial, apparel, and graphic design professions with emphasis on their common methodology, problem structuring and approach. This course is intended to provide a sufficient foundation for further study in one or all of the design fields.

**361 Residential Design.** Fall term. Credit three hours. Prerequisite: DEA 260 or 360. Recommended: DEA 235 and 350. T Th 9:05–12:05. Mr. Millican.

An introduction to residential architectural design. Through the design solution for specific occupant needs, the student is involved with site, orientation, climate, and materials. Drafting room work consists of plans, elevations, perspectives, and studies in the presentation of solutions. Lectures, discussions, and required readings.

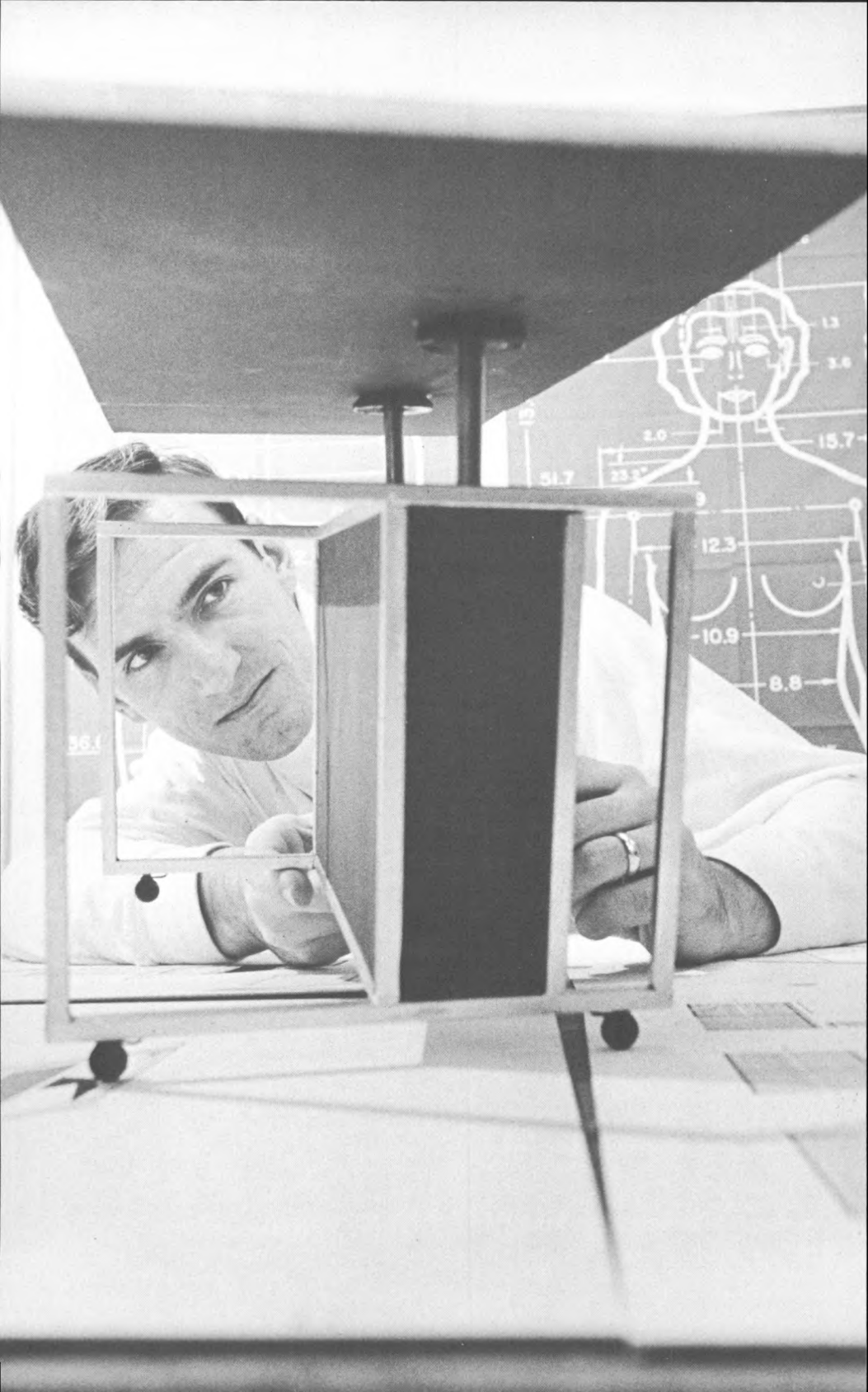
**365 Interior Design.** Spring term. Credit three hours. Prerequisite: DEA 361. T Th 9:05–12:05. Mr. Bartholomew.

Space planning orientation with an emphasis on the fundamentals of structure, lighting, equipment, layout, and user need determination.

**366 Apparel Design IV: Design Approaches.** Fall and spring terms. Credit three hours. Prerequisite: DEA 115, 345. M W 1:25–4:25. Mrs. Johnson.

The course is intended to give the student an understanding of the interrelationships of two techniques for designing apparel: draping and flat pattern. Advanced flat pattern techniques will be studied. Problems will require the student to make judgments regarding the design process, body structure, and function. If a dress form padded to the student's





measurements is desired, it should be made in a two-week noncredit workshop at the beginning of the semester.

**375 Residential Environments: The Behavioral Basis for Design Decisions.** Spring term. Credit three hours. Enrollment limited to 15 students. Prerequisites: DEA 219 or 319 or 455 or 555 or permission of instructor. In addition to the prerequisites, a background which includes design, social psychology, sociology, or anthropology is considered an advantage, but it is not a requirement. T Th 1:25-3:20. Mr. Coates.

There is an increasing awareness in the design professions that housing, especially housing for the poor, must reflect the needs and values of the housing user. This realization has necessitated the need for research to preempt the hunches and intuitive speculations of personal values, previously the basis for design decisions. Reflecting this need, the objective of the course is twofold. First, an attempt will be made to familiarize the student with the major trends in housing research, with particular emphasis on investigations focusing on user-evaluation of architectural effectiveness. The second objective is to explore techniques for translating knowledge of user needs and environmental preferences into an operational architectural vocabulary to serve as a guide for making physical design decisions. By adopting an interdisciplinary approach, it is expected that students develop a capacity to pose research questions based on the particular needs of the design professions.

**378 Junior Honors Seminar.** Spring term. Credit one hour. Limited to juniors in the departmental Honors program. W 4:40. Mrs. Johnson. Readings, reports, and discussion of selected topics.

**400 Special Studies for Undergraduates.** Fall and spring terms. Credit hours to be arranged. Department faculty.

For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

**400A Directed Readings:** For study which predominantly involves library research and independent reading.

**400B Empirical Research:** For study which predominantly involves data collection and analysis or laboratory or studio projects.

**400C Supervised Fieldwork:** For study which predominantly involves participation in community or classroom settings.

Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available in Academic Services. One form, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-in-registration period, early submission of the special studies form to the department chairman is necessary.

**436 Textile Chemistry.** Fall term. Credit four hours. Prerequisite: DEA 335, or permission of instructor before preregistration. Lecture, T Th 9:05-9:55, laboratory T Th 10:10-12:05. Miss Lewis.

An introduction to the chemistry of the major classes of natural and man-made fibers, including their structure, properties, and reactions. Laboratory work will include the qualitative identification of textile fibers, and a consideration of chemical damage to fabrics, finishes, and dyes.

**438 Textile in Fashion and Function.** Fall term. Credit two hours. S-U grades optional. Enrollment limited to seniors majoring in DEA and graduate students. Permission of instructor required before preregistration. M 1:25-3:20. Miss White.

A critical review of innovation in consumer textiles from standpoints of researcher, designer, producer, retailer, government, and consumer. Consideration of complex interrelationships of pollution control, product safety, and consumer satisfaction. Specifications, labels, and other means of communication among groups and individuals concerned.

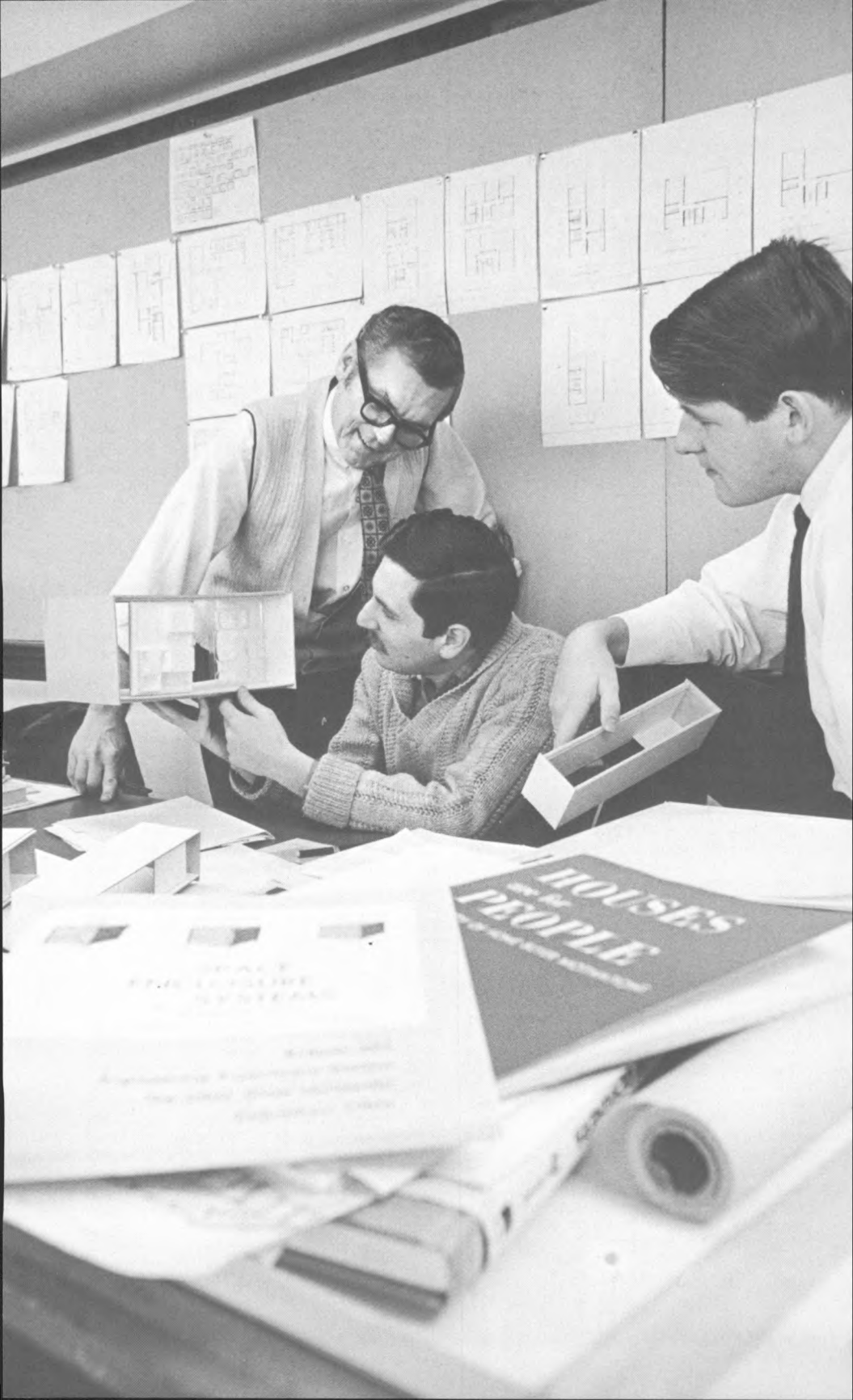
**440 Form Study: Clay.** Fall and spring terms. Credit three hours. Prerequisite: DEA 210. T Th 8-11, T Th 1:25-4:25. Miss Van Alstyne.

An introduction to working with basic plastic forms utilizing the possibilities of clay and various processes of forming clay. Minimum cost of materials, \$20.

**451 History of Costume.** Fall term. Credit three hours. Prerequisite or parallel: a course in history of art. M W 2:30-4:25. Mrs. McMurry. A comparative study of dress of selected cultures from ancient times to the end of the fifteenth century, stressing (1) the relationship of social, economic, and political factors affecting dress, and the mores as expressed through dress, and (2) the contribution of ancient cultures to the apparel arts of the Western world.

Illustrated lectures, readings, term problems, and direct study of the basic forms of dress as exemplified in the Costume Collection.

A two-day trip to New York to study museum collection is arranged when feasible. Students are responsible for field trip expenses.



**452 History of Costume.** Spring term. Credit three hours. Prerequisite or parallel: a course in history of art. M W 2:30-4:25. Mrs. McMurry.

A comparative study of dress of selected cultures from the sixteenth century through the first half of the twentieth century. Emphasis is placed on the development of the apparel arts of Western civilization and the factors which brought about change and development. Illustrated lectures, readings, and term problems designed to bring students into direct contact with the Costume Collection and other primary sources such as the Regional History Collection.

**455 Psychology of the Near Environment.** Spring term. Credit three hours. Prerequisite: Psychology 101 and either Psychology 102, HDFS 115, or an equivalent second course. M W F 1:25-2:15. Mr. Ostrander.

An exploration of the interaction of human beings and the immediate nonsocial environment. This interaction will be considered in terms of basic psychological processes including perception, learning, and motivation. Applications of psychological principles will be made to clothing and the settings in which we live, work, and play.

**[460 Environmental Design.** Spring term. Credit three hours. Prerequisite: permission of instructor before preregistration. Time to be announced.

Provides students of varying disciplines with an introduction to the complexity of our physical and artificial environment and man's place within the world today. The objective of the course is twofold: to explore the nature of our environment and to relate the physical design process to all the factors affecting our environment. The course will involve an analysis of both the micro- and macroenvironment, problems in the environment, and thought processes required to solve the problems of developing natural and man-made space. Studies will be developed based upon actual field project conditions. Reading assignments, graphic area analysis, written reports, and schematic design presentations, as well as occasional field trips.]

**463 Product Design.** Fall term. Credit three hours. Prerequisite: DEA 360. T Th 8-11. Mr. Koncelik.

The emphasis of this course is on the creation of products with relationship to materials and production methods, especially mass production techniques. The student will be expected to develop a comprehension of how consumer products are created and also to develop actual products that correspond to specific production techniques, such as castings, extrusions, and moldings.

**464 Product Development.** Spring term. Credit three hours. Prerequisite: DEA 463.

Recommended: a course in consumer economics. M W 8-11. Mr. Koncelik.

The intent of this course is to give the student an understanding of the role of design in the sequence of activities that are necessary in the creation and marketing of a product. The student traces the development of a product from the determination of consumer needs through the manufacturing roles of marketing, product planning and design, to the point of purchase in the market place. The student creates mock-ups and prototypes of consumer products in the laboratory which are documented with information that should demonstrate the design's potential for the user.

**465 (DEA 560) Apparel Design V: Product Development and Presentation.** Spring term. Credit three hours. Prerequisites: DEA 210 and either DEA 340 or DEA 366; a course in marketing strongly recommended. T Th 1:25-3:20. Mrs. McMurry and Mrs. Johnson.

The design problems undertaken will require an advanced level of expertise in the development of products ultimately appropriate for mass production. Ideas will be developed to various stages of completion. Illustrating and displaying the products will be included in the course experiences. Lectures, discussions, field trips. Students are responsible for field trip expenses.

**466 Interior Design.** Fall term. Credit three hours. Prerequisite: DEA 365. M W 9-12. Mr. Bartholomew.

More complex problems than in 365 with an emphasis on spatial organization, budget requirements, and material specification related to user requirements.

**467 Interior Design: Contract Interiors.** Spring term. Credit three hours. Prerequisite: DEA 365. Permission of instructor required for out-of-College students before preregistration. T Th 9:05-12:05. Mr. Bartholomew.

Involves the space planning of business, commercial, and specialized public space areas. Human activity needs, acoustical control, and construction restraints are emphasized.

**479 Undergraduate Research Practicum in Design and Environmental Analysis.** Fall and spring terms. Credit two to four hours. Limited to seniors in the departmental major. Registration by permission of instructor before preregistration. Department faculty.

An independent literary, laboratory, or field study.

**500 Special Problems for Graduate Students.** Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairmen and approved by the chairman of the department and instructor in charge for independent, advanced work. Department faculty.

*Students consider a possible built-in storage system of molded plastic for factory-produced housing.*

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**520 Instrumental Analysis.** Fall term. Credit two hours. Prerequisite: organic chemistry. Th 1:25-4:25. Miss Lewis.

An introduction to the theoretical and practical aspects of instrumentation including spectroscopy, chromatography, electrophoresis, and other selected techniques.

**530 Physical Science in the Home.** Fall term. Credit two or three hours. S-U grades optional. Prerequisite: college chemistry. Three credits require attending laboratory. Consult instructor before registering. Lecture, T Th 10:10-11, laboratory, W 2:30-4:25. Miss Purchase.

Selected principles from mechanics, electricity, heat, sound, and light applied to household equipment. Chemical characteristics of soil, of surfaces to be cleaned, and of supplies used for cleaning and protecting surfaces; the laundry process and supplies. Background information in physical science for professionals working with equipment in teaching, extension, or home service.

**535 Textile Materials: Characterization and Evaluation.** Spring term. Credit three hours. Prerequisite: DEA 235. Recommended: Statistics and DEA 335 or 436. Requires two additional unscheduled hours of independent laboratory work weekly. M W 9:05-11 plus two unscheduled hours. Miss Stout.

Special consideration given to the interrelatedness of the various visual, physical, and chemical aspects of problems involving advanced physical testing of fibers and fabrics. Related to end-use, satisfaction, and serviceability of textile materials.

**536 Advanced Textile Chemistry.** Spring term. Credit four hours. Prerequisites: DEA 235 and either DEA 335 or 436. T Th 9:05-9:55. Laboratory, 10:10-12:05. Miss Lewis.

An examination of the molecular structure, properties, and reactions of the major classes of natural and man-made fibers. Laboratory work will include a study of the molecular structure of a cellulosic, a protein, and a man-made fiber and the quantitative analysis of textile fibers and materials.

**538 Textiles in the Near Environment.** Spring term. Credit two hours. S-U grades optional. Prerequisites: DEA 335 and Physics 101-102. Hours to be arranged. Consult the instructor before registering. Miss White. Consideration of environmental agencies influencing the behavior of textile materials. Topics will include the effects of mechanical wear, soiling, heat, radiation, weathering, aging, etc.

**550 Man-Activity-Environment Relationships.** Spring term. Credit three or four hours. Recommended: DEA 350 and DEA 455. Consult instructor before registering. T Th 1:25-2:15. Miss Steidl.

Man's requirements, capabilities, and limita-

tions are studied with reference to design of man-machine systems, consumer products, interior space, and work. Review of selected literature concerned with ergonomic or human-factors data and the description and measurement of work and other activities. Students plan an independent project to permit further study or application of basic course material to their special interests. The number of credits is determined by the size of this project. Appropriate for students specializing in consumer product design, interior space planning, activity area planning, management of the near environment, and those aspects of consumer information programs concerned with choice of products in relation to optimal level of effort and selected characteristics of activities.

**555 Social Psychology of the Near Environment.** Fall term. Credit three hours. Recommended: a course in social psychology. Consult instructor before registering. T Th 2:30-3:45. Mr. Ostrander.

The impact of the near environment on man's behavior as a social animal. The ways man's environment facilitates or hinders the effective functioning individually or in groups will be considered in terms of social psychological theory. Frameworks will be developed for analyzing man's social behavior in varied settings in which he functions. Methodological problems will be considered.

**599 Master's Thesis and Research.** Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Registration with permission of the instructor. Graduate faculty.

**688 Seminar in Design and Environmental Analysis.** Fall and spring term. No credit. M 4:30-5:30. Miss Conklyn.

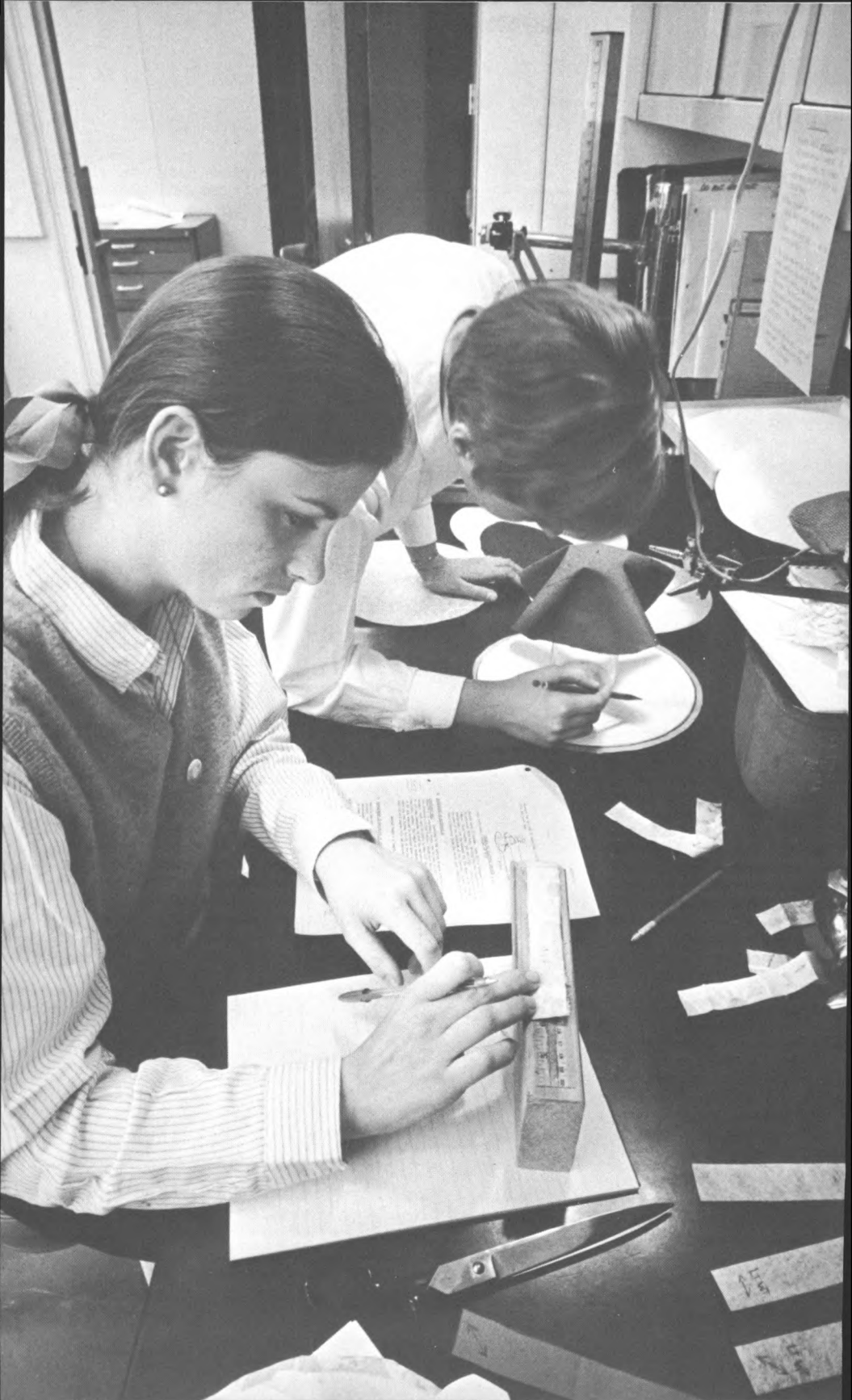
Consideration of research areas, methods, and interdisciplinary relationships. Presentation of student thesis plans and reports, student-faculty discussions, and outside speakers.

## Human Development and Family Studies

Henry N. Ricciuti, Chairman; E. C. Devereux, Graduate Field Representative

The major in human development and family studies is undertaken by students interested in working with children and families and/or in preparing for additional study in this and related fields. Required courses (very few in number) deal with basic concepts in psychology and child development, in sociology and family relationships, and with observation, laboratory, or field experiences with children or families. The remaining courses in the departmental major are elected by students in accordance with their special interests and







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professional goals, from such areas as cognitive, social, and personality development, early education, the development of atypical children, and family interaction. Specific requirements of the departmental major and information concerning career opportunities are available from the Division of Academic Services.

In the laboratories for the study of human development and family relationships, opportunities are provided to observe and work with children from two months of age through adolescence. In some of the laboratory groups, parents are also in attendance. Arrangements may be made for visiting in the homes of certain of these families. In addition, experience is provided in nearby nursery and elementary schools, play groups in settlement houses, and other organized groups in the community.

The Department of Human Development and Family Studies offers a number of graduate programs leading to both master's and doctoral degrees. The principal areas of specialization within the Department are the following: (1) early childhood education, (2) child development, (3) cognitive development, (4) personality and social development, (5) child and family psychopathology, including a special program in pediatric psychology, and (6) family relationships. Students seeking additional detailed information about the graduate programs in this Department should write to Professor E. C. Devereux, Graduate Field Representative, Department of Human Development and Family Studies, Cornell University, Ithaca, New York 14850.

The Nursery School-Kindergarten Certification Program offers provisional certification for a limited number of students who enter the program in their sophomore year. Students in this program are expected to meet the general requirements of the College and to complete the departmental major. In addition they take a series of courses and practica which are specifically designed to meet state requirements and prepare them for careers as nursery school and kindergarten teachers.

The Honors program offered by the department leads to the Bachelor of Science degree with Honors in Human Development and Family Studies. Students may apply for admission to the Honors program in the spring semester of their sophomore year. The program involves participation in a research practicum and Honors seminar in the junior year, and completion of an Honors research thesis in the senior year. A more detailed description of the program may be obtained from the Department or the Division of Academic Services.

HDFS majors may work out useful combinations of courses in design, nutrition, or other areas in the College to meet personal

vocational objectives. In addition, many courses in psychology, education, anthropology, sociology, and biology are of particular interest to students in the Department.

**111 Observation of Children.** Spring term. Credit three hours. Enrollment limited to 100 students. Prerequisite: HDFS 115. Th 1:25-3:20, plus one to two hours of observation a week in various settings.

Primary purpose is to study the development of children of all ages, but with the focus of observation on the preschool age. In order to acquaint undergraduates with the variety of techniques available for research with children, several of these methods will be studied and demonstrated.

**115 The Development of Human Behavior.** Fall term. Credit three hours. Graduate students are advised to take this course for a letter grade as HDFS 615. M W F 11:15. Bailey Hall. Mr. Bronfenbrenner.

Provides a systematic analysis of the forces affecting human development from infancy to adulthood. Attention is focused on the interplay of biological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the social implications of existing knowledge.

**141 Introduction to Expressive Materials.** Fall term. Credit three hours. Enrollment limited to 24 freshmen and sophomore students. T Th 2:30-4:25. Mr. Brittain.

Designed to explore the means and materials suitable for creative expression for children of different ages, as well as for adults. Students are expected to acquire competence in evaluating and utilizing various media and in understanding the creative process. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

**162 The American Family.** Spring term. Credit three hours. M W F 11:15. Mr. Tavuchis.

Intended to provide a general introduction to the study of the family, from a sociological and social-psychological point of view. The course will cover the social processes involved in dating, courtship, and marriage through the life cycle of the family. Attention will be paid to variations in family organization within American society and to the special problems which confront the family in contemporary America.

**205 Personality and Patterns of Adjustment.** Fall term. Credit three hours. Prerequisite: HDFS 115, Psych. 101, or Ed. 110. M W F 10-11. Miss McIntyre.

Provides an introduction to psychodynamics through the study of models of conflict, anxiety, and adjustment. Focus on adaptive and maladaptive implications of adjustment mech-

anisms as they are used to resolve growth hurdles from childhood through early adulthood. Theoretical readings will be applied to extensive case history material.

**212 Early Childhood Behavior and Learning.** Spring term. Credit four hours. Prerequisite: HDFS 115. Open only to students provisionally accepted for the Nursery-Kindergarten Certification Program. T 1:25-3:25. Mrs. Laforse.

Two hours of lecture and discussion plus two half-days of practicum experiences in nursery school or kindergarten. The course provides a basic introduction to the observation of and participation with young children. Substantive material focuses on developmental levels and the effects of different cultural and learning environments throughout the early childhood range.

**230 Practicum in Groups of Young Children.** Fall and spring terms. Credit four hours. Enrollment limited to 30 students. Prerequisite: HDFS 111. Lecture, T 1:25-3:30; also one morning and one afternoon a week. Application of the principles of learning and behavior. Practicum experiences in both early and middle childhood. Mrs. Strout.

**[272 Low-Income Children and Socializing Agents and Agencies: A Critical Examination of Selected Literature and Issues.** Fall term. Credit three hours. Enrollment limited to 30 students. M 12:20-2:15, plus an additional section meeting to be arranged. Miss Knitzer. Not offered 1972-73.

The course will critically explore some of the literature pertaining to low income children as they relate to and are affected by various aspects of the community, including the network of child-related services, the schools, community action organizations, and levels of community/parental involvement. New roles and approaches for those who as teachers, psychologists, and change agents will be working in low income communities, and new strategies for system change will be assessed in relation to potential for constructive change.]

**300 Special Studies for Undergraduates.** Fall and spring terms. Credit and hours to be arranged. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed both by the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain form to be used from their counselors.

**302 Family and Community Health.** Fall and spring terms. Credit three hours. Limited to 35 students. T Th 9:30-11. Mrs. Taietz.

Health concepts focused on a broad perspective from world concern to individual and community responsibility for healthful living and prevention of disease. Attention will be given to maternal health, physical care of infants and preschool children, and first aid in emergencies until medical help is available.

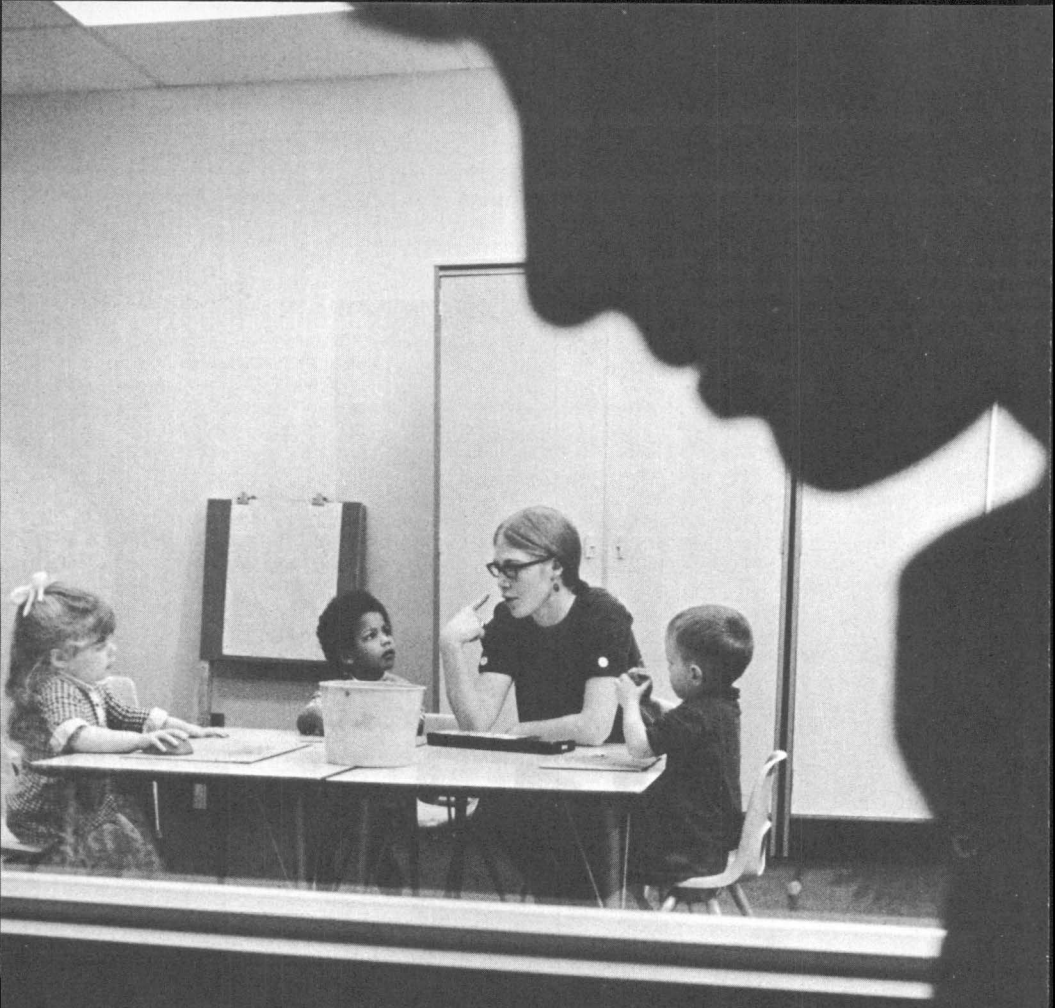
**313 Development of Preschool Methods and Materials.** Fall term. Credit five hours. Open only to students provisionally accepted for the Nursery-Kindergarten Certification Program. Prerequisite: HDFS 212. Th 1:25-3:25. Students are provided with a variety of skills and techniques for facilitating the development of the preschool child. Demonstrations, discussions, and workshop experiences focus on theories of instruction, on diverse methods and materials, and on parent and community involvement. Laboratory work at the nursery and kindergarten levels for two half-days per week is correlated with class experience.

**314 Curriculum Design in Early Education.** Spring term. Credit four hours. Open only to students accepted for the Nursery-Kindergarten Certification Program. Prerequisites: HDFS 212, 313. Th 1:25-3:25. Miss Potts. Students design assessment techniques, learning experiences, and a variety of curricula for preschool children. The child development literature is reviewed in this context to derive implications for early education. Based on what is known of development and learning, students are guided to begin creating new types of programs. Laboratory experiences include microteaching situations which focus on particular learning and teaching processes; students then observe their own work with children on videotape.

**317 Adolescent Development in Modern Society.** Fall and spring terms. Credit four hours. Not open to freshmen and first-term sophomores. Enrollment limited to 100. Prerequisite: HDFS 115 or Psych. 101 or equivalent. M 1:25-3:15; F 1:25-2:15, plus a block of three or four hours available for field work each week. Mrs. Macklin.

General introduction to the adolescent phase of human development with concern for the biological, cultural, social, and psychological influences on adolescent behavior. Special attention will be given to the problems of youth in modern society. Will provide a background in depth for students interested in further study of or work with the adolescent.

**318 Special Problems in Adolescence.** Spring term. Credit four hours. Enrollment limited to 30 students. Prerequisite: HDFS 317 or permission of instructor. HDFS 318 may become prerequisite for HDFS 319 during 1973-74. T 1:25-3:15 plus hours to be arranged. Mr. Roy. Will provide opportunity for advanced study



in adolescent development. The particular problem to be considered any specific term will be announced prior to preregistration.

**319 Practicum in Working with Adolescents in Trouble.** Fall term. Credit five hours. Enrollment limited. Prerequisites: HDFS 317 and permission of instructor. W 1:30-4 plus eight hours available each week for field work and related meetings. Mrs. Macklin and Mr. Roy.

Provides an advanced field work opportunity for students who want experience working with those adolescents whose behavior has brought them to the attention of local legal treatment facilities. Students are expected to attend a series of weekly workshops dealing with the etiology of delinquent behavior, the juvenile justice system, probation work, and theories and methods of treatment. Field placement will be in one of the local agencies which work with young people.

**321 The Development of Social Behavior.** Spring term. Credit three hours. Enrollment limited to 100 students. Prerequisites: HDFS 115 or Psych. 102. M W F 10:10. Mr. Condry. Man's adaptation to his social environment serves as a focal point of the course. Issues in the development of social behavior are viewed from the perspective of both theory and research. An attempt is made to apply our understanding of social behavior to practical problems in areas such as education, childrearing, and group behavior. Topics likely to be covered include: bases of social behavior in early childhood, the role of peers, the development of aggressive behavior, the development and functioning of attitude and value systems, conformity and deviation, and the function and limits of experimental research in the study of social development.

**323 Cognitive Processes.** Fall term. Credit three hours. Prerequisite: HDFS 115 or equivalent. M W F 9:05-9:55. Mr. Suci. A survey of theories and problems in the development of selected cognitive processes: attention, perception, mediation processes, and language.

**324 Theories of Cognitive Development.** Spring term. Credit three hours. S-U grades optional. Prerequisite: HDFS 115 or equivalent. M W F 12:20. Mr. Hertz. An introduction to the theories and research of Piaget as well as other investigators concerned with the explanation of cognitive development from infancy to adolescence.

**325 Exceptional Children.** Fall term. Credit three hours. Enrollment limited to 120 students. Prerequisites: HDFS 115; and either HDFS 225 or HDFS 325; and either Psych. 101 or Educ. 110; and a course in personality development, e.g., HDFS 205, 360, or Psych. 385. In general, two lectures and one discus-

sion group are planned. M W F 12:20-1:10. Mrs. Baldwin.

The development of children with emotional, physical, and educational handicaps, as well as the multihandicapped will be considered in relation to possible etiologies and symptoms and educational and therapeutic treatments.

**329 Human Sexuality and Interpersonal Relationships.** Spring term. Credit three hours. Prerequisite: HDFS 115 or Psych. 101 or 102. Priority in enrollment will be granted to health education majors and junior and senior HDFS majors. F 1:25-3:20. Enrollment limited to 50 students. Mr. Miller.

A primary aim of this course is to provide students preparing for teaching in health education with a substantial and appropriate background in the area of human sexuality within a framework of interpersonal relationships. The course has the additional aim of meeting the needs of HDFS majors for greater understanding of the role of human sexuality in child development and family relationships. Material presented in the course will be drawn from the biological, medical, and behavioral disciplines supplemented by a consideration of pertinent social, historical, and ethical factors in human sexuality as they relate to the problems of physical and mental health.

**334 Advanced Participation in Community Groups.** Fall and spring terms. Credit two to four hours. Enrollment limited to 20 students. Prerequisite: HDFS 230 or equivalent. Permission of instructor required before preregistration. Hours to be arranged; weekly conferences with instructor required. Mrs. Hemsath and Miss Kelsey. Students wishing advanced experience in working with children may enroll for participation in any one of a number of settings: nursery schools, Head Start centers, grade schools, neighborhood houses, and groups for special children, depending on the availability of placements and the background of the student. In most cases the student should plan to spend one morning or afternoon for each hour of credit.

**336 Special Problems in Relation to Exceptional Children.** Spring term. Credit three hours. Enrollment limited to 15 students. Prerequisites: HDFS 205, 225, and 230. T 2:30-4:15, plus one morning or one afternoon free for participation with group of exceptional children or an individual child. Mrs. Baldwin. Students will be expected to prepare and present a case study, library research paper, or research proposal relating to the children with whom they are working.

**[342 The Development of Creative Thinking.** Fall term. Credit three hours. Enrollment limited to 30 students. Prerequisite: HDFS 115





or equivalent. Not to be taken concurrently with HDFS 141. T Th 8:30-9:55. Mr. Brittain. Not offered 1972-73.

A study of various theories of creativity and a review of the research on creative behavior. Emphasis is placed on the conditions and antecedents of creative thinking.]

### **343 Creative Expression and Child Growth.**

Fall term. Credit three hours. No enrollment limit. T Th 8:30-9:55. Mr. Brittain.

Aimed at an appreciation and understanding of the creative process as seen in art, music, dance, and drama in relation to the development of children. Essentially a lecture course, leaning heavily on selected readings, videotape and other audio-visual materials. Will be a prerequisite for later participation experiences involving children's artistic and expressive activities.

**358 Theories of the Marital Dyad.** Spring term. Credit three hours. S-U grades optional. W 2:15-4:30. Mr. Feldman.

Selective theories of the basic disciplines in social psychology, sociology, and psychology will be reviewed and their pertinence to understanding of the marital dyad examined. Students will generate hypotheses about these theories and test one of them either through a library or empirical paper. A notebook-journal will be kept to interrelate the concepts and to suggest practical applications.

### **360 Personality Development in Childhood.**

Spring term. Credit three hours. There will be two class groups, limited to 20 students each. Prerequisites: HDFS 115 or equivalent, plus one other course in HDFS or Psychology. M 12:20-2:15 or T 10:10-12:05. Miss Lee.

This course is structured as an independent discussion course. Students read printed lectures independently and take an open-book exam on the lectures before meeting for discussion in class each week. Study of relevant theoretical approaches and empirical findings regarding the development of the child's personality. The influence of parents and other environmental factors on the child will be examined. Topics to be covered will be attachment, autonomy, identification, moral development, and social behavior.

### **362 The Family and Society.**

Fall term. Credit three hours. S-U grades optional. Prerequisites: HDFS 115 and 162 or equivalents. M W F 11:15. Mr. Devereux.

The sociological study of the family, with particular reference to the relationships between the family and society and between the family and its individual members. Special emphasis is placed upon the role of the family in child development. Extensive use will be made of cross-cultural and comparative materials.

**[364 Psychopathology.** Fall term. Credit three hours. S-U grades optional. Enrollment

limited to 25 students. Open to seniors and graduate students. Prerequisite: HDFS 360 or equivalent. T 10:10-12:05. Not offered 1972-73.

Primary emphasis will be upon theoretical and empirical findings with respect to the origin and behavioral manifestations of neuroses, schizophrenia, and certain other personality disorders.]

### **372 Perspectives on Poverty.**

Spring term. Credit three hours. S-U grades optional. Enrollment limited to 100 students. M 12:20-2:15, plus an additional section meeting to be arranged. Field placement may be arranged for a small number of students, only with permission of the instructor before pre-registration, and by registering for HDFS 400 in addition to HDFS 372. Miss Knitzer.

Various analyses and definitions of the problem of poverty will be explored. Emphasis will be on critically assessing options and strategies for change and developing a framework in which to deal with the complexity and ambiguity of the problem as seen from psychological, economic, political, and sociological perspectives.

### **374 Behavior and Development in Infancy.**

Spring term. Credit three hours. Prerequisite: HDFS 115 or equivalent. Hours to be arranged. Mr. Ricciuti.

An examination of the nature and determinants of major developmental changes in infant behavior from birth to approximately two years. Special attention will be directed to the role of major environmental influences on perceptual-cognitive and social-emotional development, and to recent attempts to modify the infant's experience in the interest of facilitating optimal psychological development. The course will lean heavily on selective readings, laboratory observations, and television tapes of infant behavior.

### **376 Research Practicum on the Family in Poverty.**

Spring term. Credit three hours. S-U grades optional. Prerequisite: HDFS 372. Hours to be arranged. Mr. Feldman.

The interview method will be examined as a research tool with particular relevance to low-income families. Students will take part in an ongoing project by attending staff meetings, gathering and analyzing data.

### **390 The Evolution of Female Personality: History and Prospects.**

Fall term. Credit three or four hours. S-U grades optional. T Th 1:25-2:15. Additional discussion sections to be arranged.

An investigation of the evolution of the personality of the American woman as shaped by biology, mythology, sociology, and psychology. Topics covered will include: a social history of feminism, the image of woman in literature and the media, the cultural effects of socialization on sex differences, a comparative analysis of family structure, the



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changing role of woman in rural and urban society, and a consideration of the aims of women's liberation movements today. Students who register for four credit hours will be required to do a term paper.

**397 Experimental Child Psychology.** Fall term. Credit four hours. Prerequisites: one course in statistics and permission of the instructor. M W 10:10-11:40, plus additional hours for laboratory work. Miss Lee.

Students will carry out empirical research projects with class discussion devoted to techniques and problems arising in the projects. The focus will be on experimental studies of children. Intended primarily for students interested in entering graduate programs involving further research training.

**398 Junior Honors Seminar.** Spring term. Credit three hours. Permission of the departmental Honors committee is required for registration. Enrollment limited to juniors in the Honors program. Hours to be arranged. Miss Lee.

The seminar will be devoted to readings, reports, and discussion of selected major issues in human development and family studies.

**400 Special Studies for Undergraduates.** Fall and spring terms. Credit hours to be arranged. Department faculty.

For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

**400A Directed Readings:** For study which predominantly involves library research and independent reading.

**400B Empirical Research:** For study which predominantly involves data collection and analysis or laboratory or studio projects.

**400C Supervised Fieldwork:** For study which predominantly involves participation in community or classroom settings.

Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available in Academic Services. One form, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-in-registration period, early submission of the special studies form to the department chairman is necessary.

**401 Theories of Child Development.** Fall term. Credit three hours. Open to seniors and graduate students; open to juniors by permis-

sion of the instructor before preregistration. W F 2:30-4:30. Mr. Harding.

A survey of four major theories of child development and the development of personality. Includes discussion of the major empirical findings upon which these theoretical positions are based. Social learning theory, psychoanalytic theory, and the view of Jean Piaget will be studied in detail; the theory of Kurt Lewin will be reviewed more briefly.

**415 Internship in Preschool Teaching.** Fall and spring terms. Credit ten hours. To be scheduled concurrently with Professional Seminar (HDFS 416). Open only to students accepted for the Nursery-Kindergarten Certification Program. Prerequisites: HDFS 212, 313, and 314. Teaching experience full time for one semester.

Clinical internship under the guidance of University faculty and cooperating centers. Placements at the nursery and kindergarten levels: in public schools, day-care centers, experimental programs, and community schools. To provide opportunity to assess approaches to early education, students will intern in two diverse situations, working one-half semester in each.

**416 Professional Seminar.** Fall and spring terms. Credit two hours. Open only to students accepted for the Nursery-Kindergarten Certification Program. To be scheduled concurrently with HDFS 415.

Seminar in analysis of comparative approaches to early education, with focus on the diverse programs experienced in the Internship. Programs are looked at in the total contexts of political problems of schools and communities, parent-involvement, training and supervision of staff, and administration of educational centers for young children.

**420 Advanced Field Study in Adolescence.** Spring term. Credit twelve to fifteen hours. Prerequisites: HDFS 319 and permission of the instructor. Number of students limited. Mrs. Macklin and Mr. Roy.

Intended to serve as the final course in a proposed adolescent field study option. Provides opportunity for a full-time placement at an agency or institution concerned with the welfare of youth. Interested students should contact instructor for more information.

**425 Applied Cognitive Psychology.** Fall term. Credit three hours. S-U grades optional. Enrollment limited to 20 seniors and graduate students by permission of instructor before preregistration. W 2-4:30. Mr. Ginsburg. The course deals with an examination of the intellectual capabilities of poor children. Some attention will be given to educational procedures.

**464 Selected Problems in Emotional and Intellectual Deviations in Children.** Fall term. Credit three hours. Enrollment limited to 10

students. Prerequisites: HDFS 225 or HDFS 325 or equivalent and permission of the instructor. M 1:25-3:15 and additional hours to be arranged. Mrs. Gold.

The course will be a seminar dealing primarily with research strategies and evaluation techniques with exceptional children. Research on selected problems in the etiology, diagnoses, and treatment of emotional behavioral and intellectual disturbances in children will be considered.

**465 Innovative Programs of Parent Intervention and Community Action.** Spring term. Credit three hours. Permission of instructor required before preregistration. T 2:30-4. Additional laboratory and field experiences to be individually arranged. Mrs. Bayer.

Consideration of the theoretical bases and the empirical consequences of programs intended to change styles of parental behavior, whether by manipulation of individual action or of societal alternatives: parent education, parent intervention, social action.

**472 Practicum in Community Change and Consultation.** Fall and spring terms. Credit four hours. S-U grades optional. Open to a limited number of undergraduate and graduate students interested in future roles as change agents. Permission of instructor required before preregistration. Hours to be arranged. Miss Knitzer.

The course will involve individual or small group consultations in community settings with the instructor. All enrolled students will meet to discuss general issues in consultation, e.g., accountability, process, goals, and techniques. Some readings will be required.

**473 Participation in the Development of a Child Care Institute.** Spring term. Credit one hour. Enrollment limited to 20. Hours to be arranged. Miss Knitzer.

This section is experimental, designed to introduce the student to real issues in child care and the general patterns of community service to children. It will require intensive work during the beginning of the semester and the month of April. For the remaining time students will be assigned individual special projects. Supervision and discussion groups will be provided at regular intervals.

**499 Senior Honors Thesis.** Fall and spring terms. Credit hours to be arranged. S-U grades only. Registration with permission of thesis adviser. Department faculty.

**500 Special Problems for Graduate Students.** Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairmen and the instructor in charge for independent, advanced work. Department faculty.

**504 Research Problems and Methods in the Study of Development.** Fall term. Credit three hours. Prerequisite: one course in statistics,

which may be taken concurrently. T Th 9:30-11. Mr. Rodgers.

Focuses on conceptualization of development as a process and on the problems of measurement of change. Methods of data gathering and analysis in social and behavioral sciences will be reviewed with respect to their application to the study of development. Problems of experimental design and statistical analysis are discussed with emphasis on measurement of change and inferences concerning developmental processes.

**508 Seminar on Theories of Intelligence.** Spring term. Credit three hours. Open to all graduate students and selected undergraduates with permission of instructor. T 2:30-4:30. Mr. Doris.

The seminar will be devoted to the study and discussion of the historical development of various concepts of intelligence and to the theoretical and research literature relevant to those concepts. All students will have some exposure to the original literature of such figures as Galton, Binet, Spearman, Terman, Burt, Thurstone, Guilford, Cattell, and Piaget. Each student will select one theorist to study in depth and will prepare a term paper on the work of that theorist.

**514 Clinical Deviations in Intellectual and Sensory Motor Development.** Spring term. Credit three hours. Th 1:25-4:25. Mr. Doris.

Designed to acquaint students with the clinical and research literature on mental retardation, cerebral palsy, and sensory defects. Attention will be focused upon research problems in the etiology, diagnosis, and treatment of these disorders.

**520 Issues in Developmental Psychology.** Fall term. Credit three hours. Admission by permission of instructor. Hours to be arranged. Miss Lee.

This seminar focuses on selected issues related to developmental psychology. The issues selected vary each year according to current importance in the field and student interests.

**522 Seminar on Cognitive Development.** Spring term. Credit three hours. S-U grades optional. Hours to be arranged. The seminar will focus on a current topic in cognitive development.

**523 Seminar in Cognitive Processes.** Fall term. Credit four hours. S-U grades optional. Admission by permission of the instructor. M W F 9:05-9:55, plus one additional hour to be arranged. Students in seminar will attend lectures in HDFS 323. Mr. Suci.

The student will review and critically evaluate some aspect of the literature. He will make his report to the seminar and to the students enrolled in HDFS 323.

**524 Seminar in Freud and Erikson.** Spring term. Credit three hours. Open to seniors and



graduate students by permission of the instructor. W 1:25-4:00. Mr. Harding.

The major work of the seminar will be the study of the development of psychoanalytic concepts and theories from 1885 to 1960 by Sigmund Freud, Anna Freud, and Erik Erikson. In addition each student will prepare and present a paper dealing with the current state of psychoanalytic knowledge on some particular topic.

**526 Learning Issues in Development.** Fall term. Credit three hours. Permission of instructor required. Hours to be arranged. Mr. Hertz. This seminar will involve a review of selected areas of the literature on children's learning. Theoretical and empirical aspects of topics such as infant learning, verbal mediation, discrimination learning, paired-associate learning, and developmental changes in memory will be discussed in depth. Students will be expected to write a research proposal relevant to one of the problems raised in discussions.

**535 Seminar on Socialization and the Parent-Child Relationship.** Fall term. Credit three hours. S-U grades optional. Admission by permission of instructor. Hours to be arranged.

Will include a consideration of theoretical approaches to socialization and developmental change. Stress will be placed upon empirical studies of environmental influences on development and methodologies for evaluating the parent-child relationship. Implications of the changing patterns of both society and the nuclear family for child development and socialization will be considered.

**[560A Seminar in Psychopathology.** Fall term. Credit three hours. S-U grades optional. Th 10:10-12:35. Not offered 1972-73. Primary emphasis will be upon theory and empirical findings with respect to anxiety and neurotic reactions. Some historical problems in psychopathology will be reviewed.]

**560B Seminar in Psychopathology.** Spring term. Credit three hours. Th 10:10-12:40. Miss McIntyre.

This seminar will deal with theory and research on childhood disorders and their treatment, including the conditioning therapies and adult psychotic reactions.

**562 The Family, Society, and the Individual.** Spring term. Credit three hours. S-U grades optional. W F 11:15-12:45. Mr. Devereux. Intended to provide a general introduction for graduate students to the uses of sociological theory and research in the study of the family with particular reference to the relationships between the family and society, and between the family and its individual members. A special emphasis will be placed upon the consequences of these relationships for patterns of child rearing and child devel-

opment. Extensive utilization will be made of cross-cultural and comparative approaches.

**564 Family and Kinship.** Fall term. Credit four hours. Prerequisites: graduate student standing and a course on the family or consent of the instructor. Hours to be arranged. Mr. Tavuchis.

The seminar will focus on various special topics in the general area of family and kinship, which may vary somewhat from year to year.

**[574 Seminar on Infant Behavior and Development.** Fall term. Credit three hours. Admission by permission of instructor. Hours to be arranged. Mr. Ricciuti. Not offered 1972-73. Will deal with selected topics of current importance as research issues in the field of infant behavior and development. While principle emphasis will be on studies of human infancy, relevant ethological and comparative literature will also be considered. The work of the seminar will be oriented primarily towards formulation of empirical research questions and strategies.]

**580 Seminar on Adolescent Behavior.** Spring term. Credit three hours. S-U grades optional. Permission of instructor required. Hours to be arranged. Mr. Hill.

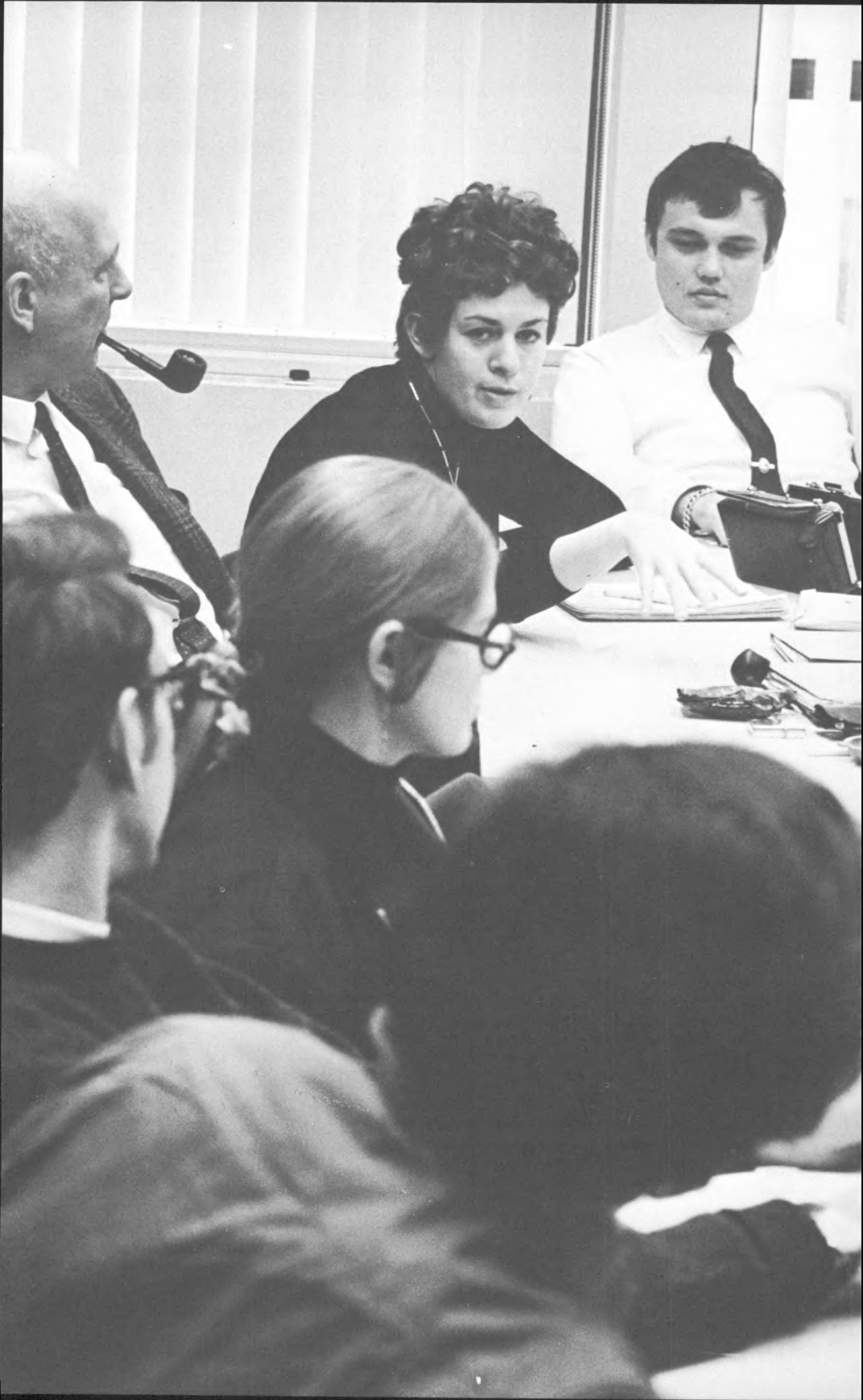
The seminar will focus on the development of proposals for research on substantive problems of high priority for dealing more effectively with issues concerning youth in contemporary society.

**595 A Process Approach to Early Education.** Fall term. Credit three hours. Permission of instructor required. W 10:10-12:10. Miss Potts. The seminar deals with hierarchies and interrelationships of processes in preschool children. Assessment techniques and learning experiences are designed to facilitate development of cognitive and social processes. Adaptation of a process approach to the total learning environment is explored. Laboratory experiences with children provide opportunity for testing out environments, strategies, and materials developed.

**599 Master's Thesis and Research.** Fall and spring terms. Credit hours to be arranged. S-U grades only. Registration with permission of thesis adviser. Graduate faculty in the Field of Human Development and Family Studies.

**609 Seminar on Projective Techniques.** Spring term. Credit four hours. Admission by permission of the instructor. T 9:15-11:30. Miss McIntyre.

Survey of the use of projective techniques in research and individual assessment. Primary emphasis will be on the Thematic Apperception Test, the Children's Apperception Test, and the Rorschach. Course includes supervised experience in administering, scoring, and interpreting projectives with children, adolescents, and young adults.





**611 Evaluation Practicum: Study of the Individual Personality, Deviant and Normal.**

Spring term. Credit three hours. Prerequisites: HDFS 613 and 560B or equivalent and permission of instructor. Hours to be arranged. Mrs. Gold.

Provides experience in the description and evaluation of the psychological function of individual children, both deviant and normal, in the context of relevant social and familial factors. Involves selection and utilization of a variety of testing, interviewing, and observational techniques for obtaining most relevant data; evaluation and interpretation of such data in order to arrive at a fuller understanding of the child's behavior, and, in the case of deviant children, to identify and appraise the nature of the clinical problem.

**613 Individual Intelligence Test Procedures.**

Fall term. Credit four hours. Admission by permission of the instructor. Th 1:25-4:25. Additional hours for testing and supervision to be arranged. Mr. Doris.

The primary purpose is to prepare a student for participation in HDFS 611, and it is a prerequisite for that practicum. The student is introduced to the literature on intelligence testing dealing with the construction, reliability, and validity of individual test instruments and with the historical development of the concept of intelligence as this relates to techniques and problems of measurement. Problems of test administration and interpretation in the clinical use of test instruments are emphasized, and the student is required to administer both the Stanford-Binet Test and the Wechsler Intelligence Scale for Children to a number of children.

**621 Seminar in the Development Study of Social Behavior.**

Spring term. Credit four hours. Time to be arranged. Mr. Condry. An in-depth analysis of selected issues in the development of social behavior. Emphasis is placed on experimental research and analysis.

**622 The Nature of Subjective Reality.**

Fall term. Credit three hours. Prerequisites: HDFS 321 or 621 or Psychology 102 or permission of instructor. Hours to be arranged. Mr. Condry. The seminar will focus on how notions about reality develop in the child and are expressed in the adult. Overview of the literature will focus on the developmental epistemology of Piaget and the notions of Heider, Lewin, Asch, and Kelley, with respect to social reality. The intent of the course, after reviewing available literature, will be to concentrate on development of research ideas in this area.

**623 Seminar in the Development of Language.**

Spring term. Credit three hours. Enrollment limited to 15. Admission by per-

mission of the instructor. W 10:10-12:05. Mr. Suci.

The theories and facts of language development and verbal behavior in childhood will be reviewed.

**[660 Personality Development in Childhood.**

Spring term. Credit three hours. S-U grades optional. Not offered 1972-73.

The course will focus on theory, methodology, and research findings with emphasis upon their relationship to personality development. In addition, specific issues such as nature versus nurture, laboratory versus naturalistic experimentation, and phenotype versus genotype as behavioral determinants will be considered.]

**699 Doctor's Thesis and Research.**

Fall and spring terms. Credit hours to be arranged. S-U grades only. Registration with permission of thesis adviser. Graduate faculty in the Field of Human Development and Family Studies.

## Human Nutrition and Food

E. Elizabeth Hester, Chairman; Katherine Newman, Graduate Field Representative; Mrs. Helen Giff, Department Honors Representative

The Department's major areas of concern are (1) human nutrition, with emphasis on the interrelationship of nutrition and health of individuals at various stages of the life cycle and under varying physiological and environmental conditions; (2) food science, encompassing those aspects of selection, treatment in preparation or preservation, and storage conditions that affect the quality, acceptability, and utilization of food for humans; (3) administrative dietetics, with emphasis on the application of knowledge in nutritional science, food science, and management to group feeding and institutional operations.

The problems of undernutrition and overnutrition in our society are of more general concern than ever before, not only in government but in society at large. Those educated in the subject matter of this Department should be able to make major contributions toward formulating, implementing, and evaluating food and nutrition programs created to improve the health and well-being of individuals from all age groups and socio-economic levels.

A large number of professional opportunities is available to students who major in this Department. These opportunities include work in various aspects of food-related concerns of individuals, families, communities, and industry, such as: (1) providing information and help to people who have food or nutrition problems, through Cooperative Extension or other public service agencies; (2) becoming a junior member of a laboratory

## 70 Human Nutrition and Food

team to develop or test products, to provide consumer service, or to do research in government agencies, universities, and hospitals; (3) helping to guide the management of food service in various types of group feeding operations; (4) undertaking graduate work in order to qualify for professional positions at a higher level.

Qualifications for dietetic internship programs leading to membership in the American Dietetic Association may be attained by appropriate selection of courses. The major may also be combined with other majors offered in the College; e.g. health teaching option in Community Service Education.

The Department offers programs leading to the Bachelor's, Master's, and doctoral degrees. Research or teaching assistantships, United States Public Health Traineeships, and fellowships are available to qualified graduate students.

*Programs for students who wish to major in the Department.* The minimum basic program for the major is designed to assure instruction in nutritional science and food science, in certain appropriate disciplines from the physical and biological sciences that are basic to food and nutrition, and in those social sciences considered basic to the application of such professional knowledge to problems concerned with food for people. Four specific courses in the Department (or their equivalent in other institutions) are required: Human Nutrition and Food 115, 146, 231, and 246. In addition a minimum of nine credit hours must be elected from other offerings in the Department of Human Nutrition and Food. Some choice is possible among the basic sciences required. Details of the requirements for various options may be obtained from the Department office or from the Division of Academic Services. Students are advised to consult with a member of the Department faculty about options and selection of courses suitable for their particular professional interests. Those with an interest in research, graduate study, administrative dietetics, or field nutrition programs may need more work in the sciences or in Department courses than the minimum listed for a major.

*An Honors program* is offered by the Department leading to a Bachelor of Science degree with Honors in Human Nutrition and Food. It is designed for students with a high scholastic standing who desire an opportunity for more independent study in completing the major in Human Nutrition and Food. A description of the program can be obtained from the Department office or from the Department Honors Representative. Students who are interested in this program should discuss their plans during the sophomore year with the Department's Honors representative or the Department chairman. A written application for admission to the program

should be submitted to Department Honors representative before registration for the junior year. Later applications, particularly for transfer students, also will be considered.

*Courses Recommended for Nonmajors.* Human Nutrition and Food 115 (or the equivalent) is prerequisite to all other Department courses. Human Nutrition and Food 146, 202, 222, or 325A are suitable second-level courses in different aspects of this Department's concerns. Students with general Chemistry and Biological Science 101-101L also may elect Human Nutrition and Food 231. Graduate students in other fields who desire some basic work in human nutrition are directed to Human Nutrition and Food 515.

**115 Ecology of Human Nutrition and Food.** Fall and spring terms. Credit three hours. S-U grades optional. Concurrent registration in 146 is recommended. Lecture, M W 1:25. Discussion, F 1:25 or other times to be arranged. Mrs. Devine.

An introduction to the field of human nutrition and food focused on the mutual relationships between man and his biological and physical environment. Includes study of human nutritional needs; problems encountered in providing food to meet nutritional needs; relationships among man's physiological needs, his social-cultural system, his food, and the significance of these relationships to the attainment of health.

**146 Introductory Foods.** Fall and spring terms. Credit three hours. S-U grades optional. Prerequisite or concurrent registration in HNF 115, or 115A. Lecture, M 8. Laboratories, W F 2:30-4:25, T Th 10:10-12:05 (two sections), or 2:30-4:25. Mrs. Devine and Mrs. Pimentel.

Criteria for evaluating man's practice of the science of food and nutrition. Laboratory includes an introduction to the physiochemical properties of food and the relationship of these properties to preparation techniques and food quality. Some meal preparation, focused on satisfying man's nutritional needs, and the management of money and time are included.

**202 Undergraduate Seminar in Nutrition.** Fall term. Credit one hour. S-U grades optional. Prerequisite: HNF 115A or 115. Enrollment limited to 12 students; time may be arranged for additional sections if needed. Th or F 10:10. Mrs. Snook and Mrs. Clancy-Hepburn.

Discussion and critical evaluation of literature dealing with topics of current interest in nutrition. Controversial aspects of each topic discussed will be emphasized. May be repeated for credit with permission of the instructor.

**222 Maternal and Child Nutrition.** Fall and spring terms. Credit three hours. S-U grades

optional. Prerequisite: HNF 115A or 115. HNF majors electing this course must do so before taking HNF 231. M W F 1:25. Miss Newman. Nutritional needs during human growth and reproduction; relationship between nutrition and maternal and child health; meeting the dietary needs of women during the reproductive period, and the needs of infants and children.

**231 Physiological Bases of Human Nutrition.** Fall term. Credit four hours. S-U grades optional. Enrollment limited to 40. Prerequisite: HNF 115, Chem. 103-104 or equivalent, and Bio. Sci. 101-101L. Lecture, M W F 9:05. Laboratory, T 10:10-12:05. Misses Newman and Schwartz; and Mrs. Devine.

Human nutrition with emphasis on the physiological processes involved in the maintenance of a constant internal environment. Study of specific nutrients and nutrient groups, and their utilization as affected by nutrient-host-environment interrelationships.

**246 Introduction to Physicochemical Aspects of Food.** Spring term. Credit four hours. S-U grades optional. Enrollment limited to 18 in each section. Prerequisites: HNF 146 and a college course in organic chemistry or biochemistry. Lecture, T Th 8. Laboratory, T Th 10:10-12:35 or 2:00-4:25. Misses Armbruster and Hester.

A study of (a) the colligative properties of solutions; (b) colloidal systems—sols, gels, foams, and emulsions; (c) physical and chemical properties of the major groups of foods, the effect of basic methods of food preparation and preservation on these properties, and their relation to food quality (especially color, flavor, and texture). Laboratory experience in comparative cookery provides an introduction to the experimental study of food and illustrates the functions of ingredients and effect of treatment on food quality.

**300 Special Studies for Undergraduates.** Fall and spring terms. Credit and hours to be arranged. For special arrangement of course work necessitated because of previous training. Department faculty.

Students prepare two copies of a description of the study they wish to undertake. One, signed by both the instructor directing the study and the head of the department, must be filed with preregistration materials. The second copy is left with the instructor. Students obtain forms to be used from their counselors.

**301 Orientation to Field Study.** Spring term. Credit one hour. S-U grades exclusively. Not open to freshmen. Prerequisite: HNF 115. F 12:20. HNF Staff and others.

Weekly lecture-discussion session will consider certain basic concepts in such areas as: community structure, decision making, and change; communication theories and processes; principles of learning as prelude

to change; and considerations of roles, values, and goals. Emphasis will be placed on the application of this conceptual framework to field situations in a problem-solving context. Agencies, problems, and processes encountered in specific situations that entail an appreciable content of concern with food habits and change will be discussed. This course is prerequisite for course credit in HNF Field Study. Satisfactory completion does not guarantee that a student will be placed in a field experience.

**325A Sociocultural Aspects of Food and Nutrition.** Fall and spring terms. Credit three hours. S-U grades optional. Prerequisites: HNF 115 and a college course in psychology or sociology. Fall, M W F 9:05, Spring, M W F 1:25. Mrs. Giffit.

A study of human behavior in relation to food includes: the psychological, economic, and cultural influences affecting food consumption patterns of groups and individuals; the nature of human well-being with regard to food; the problems inherent in change; implications of this knowledge in designing effective nutrition education programs. The presentation takes cognizance of areas where there is a research basis for our knowledge as well as those areas where information has been acquired pragmatically.

**[325B Sociocultural Aspects of Food and Nutrition.** Fall and spring terms. Credit one hour. S-U grades optional. Enrollment limited to 16 in each section. Prerequisite: HNF 146. Prerequisite or concurrent registration: HNF 325A. Laboratory, T or Th 1:25-3:50. Mrs. Giffit. Not offered in 1972-73.

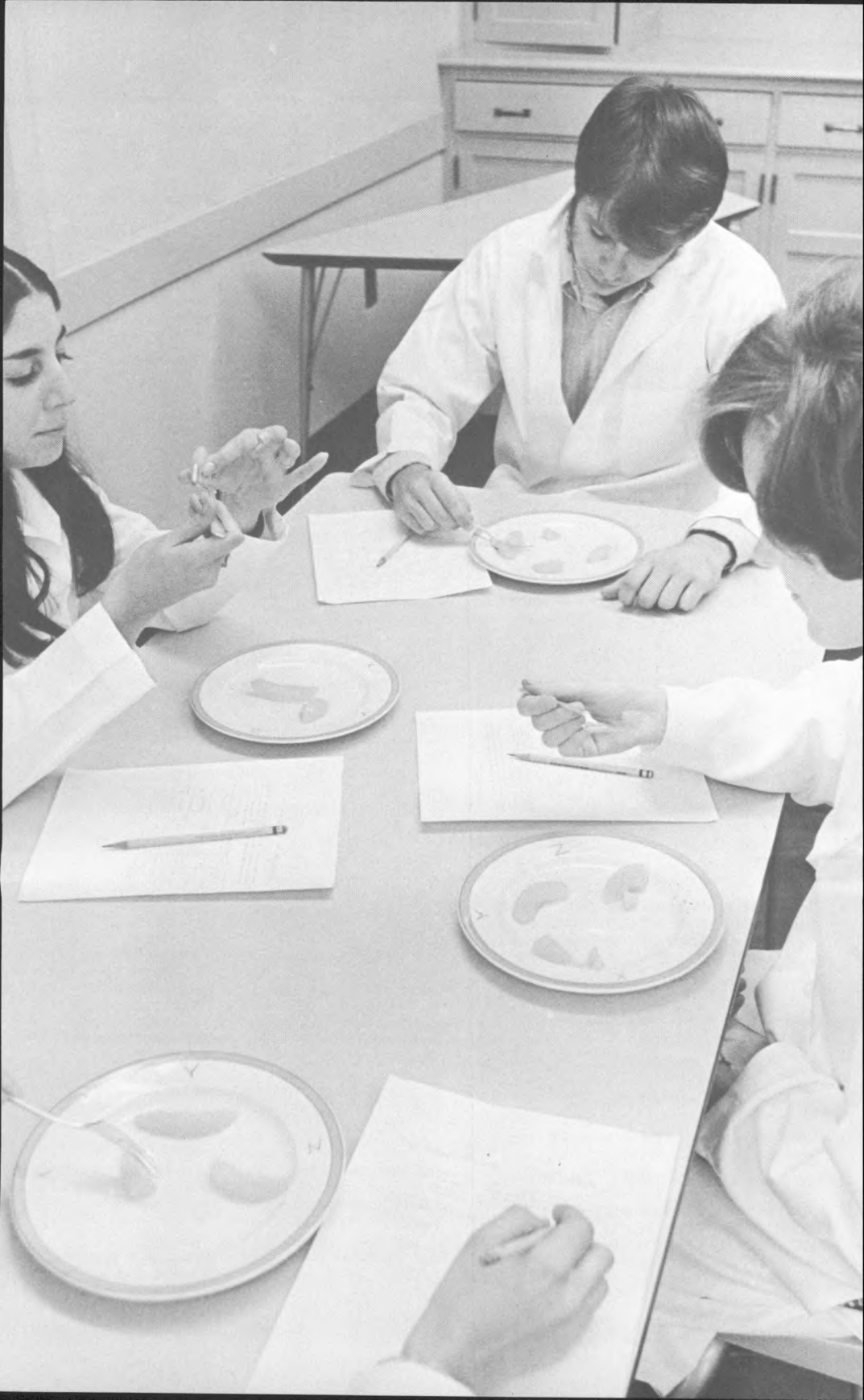
A study of food consumption patterns of certain cultures, as influenced by the variables of availability and acceptability, is pursued in class discussion, individual projects, and laboratory preparation of typical foods. Some attention will be given to patterns characteristic of the less advantaged groups in these cultures.]

**368 Organization and Management in Food Service Systems.** Fall term. Credit three hours. S-U grades optional. Prerequisite: HNF 246. M W F 10:10. Miss Hopkins.

The functions and techniques of organization and management in dietary departments. Management's function in those operations involved in production, distribution, and service in quantity food services systems including layout and equipment. Field trips. Estimated cost \$5. Elected field trips may be arranged at additional cost.

**378 Quantity Food Cost Control.** Spring term. Credit three hours. S-U grades optional. Prerequisite: HNF 368. M W F 10:10. Mrs. Visnyei.

A study of the activities of management in the control of food cost in food service systems. Emphasis on purchase, storage, budget,



and system of records. Field trips. Estimated cost \$5.

**390 Honors Seminar.** Fall term. Credit one hour. Open only to students admitted to the Human Nutrition and Food Honors program. F 12:20. Misses Hester and Morrison.

**395 Honors in Food and Nutrition.** Fall and spring terms. Credit one hour. Open only to students in the Human Nutrition and Food Honors program. Concurrent registration in HNF 325A required. Time to be arranged.

**400 Special Studies for Undergraduates.** Fall and spring terms. Credit hours to be arranged. Department faculty.

For independent study by an individual student in advanced work not otherwise provided in the department; or for study, on an experimental basis, with a group of students in advanced work not otherwise provided in the department. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

**400A Directed Readings:** For study which predominantly involves library research and independent reading.

**400B Empirical Research:** For study which predominantly involves data collection and analysis or laboratory or studio projects.

**400C Supervised Fieldwork:** For study which predominantly involves participation in community or classroom settings.

Students prepare two copies of a description of the study they wish to undertake. Forms for this purpose are available in Academic Services. One form, signed by both the instructor directing the study and the head of the department, must be filed with pre-registration materials, or within the change-of-registration period after registration. The second copy is left with the instructor. In order to ensure review before the close of the preregistration or change-in-registration period, early submission of the special studies form to the department chairman is necessary.

**431 Human Nutrition.** Spring term. Credit three hours. S-U grades optional. Prerequisites: HNF 231 or equivalent, and biochemistry. M W F 8 a.m. Mrs. Snook; and Misses Morrison and Rivers.

The biochemistry of human nutrition will be covered in the context of physiological systems. Emphasis will be on interrelationships among nutrients in metabolism, effect of diet on biochemical and physiological processes, and environmental factors which may alter nutrient requirements.

**441 Nutrition and Disease.** Fall term. Credit three hours. S-U grades optional. Prerequisite: HNF 431. M W F 1:25. Miss Rivers.

Study of the physiological and biochemical anomalies in certain diseases and the principles underlying nutritional therapy. Independent survey of the technical literature in

this field. Some laboratory work on nutrient composition of food, physiological response to different diets, and methods to determine dietary patterns of individuals.

**445A Community Nutrition and Health.** Spring term. Credit three hours. S-U grades optional. Prerequisites: HNF 231 and 246; beginning course in sociology recommended. Lecture, W F 11:15. Discussion, T 1:25-4:25 or field trips to be arranged on several Tuesday or Thursday afternoons. Students may not receive credit for both 445A and B. Mrs. Clancy-Hepburn.

Study of environmental and political dimensions of human nutrition and health problems in contemporary society; application of basic concepts of food and nutrition to the improvement of man's health; and evaluation of federal, state, and community programs focused on improving man's nutrition. Estimated cost of field trips \$5.

**445B Community Nutrition and Health.** Spring term. Credit three hours. S-U grades optional. Prerequisites: HNF 246 and 431; beginning course in sociology recommended. Lecture, W F 11:15. Discussion, Th 1:25-4:25 or field trips to be arranged on several Tuesday or Thursday afternoons. Students may not receive credit for both 445A and B. Mrs. Clancy-Hepburn.

Study of biochemical, environmental, and political dimensions of human nutritional and health problems in contemporary society; application of more advanced concepts of food and nutrition to the improvement of man's health; and evaluation of federal, state, and community programs focused on improving man's nutrition. Estimated cost of field trips \$5.

**446A Physiochemical Aspects of Food.** Fall term. Credit three hours. S-U grades optional. Prerequisite: HNF 246 and a college course in biochemistry which may be taken concurrently. T Th S 9:05. Misses Hester and Armbruster.

The relation to food quality of (a) rheological properties of food systems, (b) oxidation and reduction reactions, (c) enzymatic and non-enzymatic browning. Physical and chemical factors accounting for the color, flavor, and texture of natural and processed foods.

**446B Physiochemical Aspects of Food, Laboratory.** Fall term. Credit one hour. S-U grades optional. Enrollment limited to 16. Prerequisite or concurrent: HNF 446A. Laboratory, T 1:25-4:25. Miss Armbruster.

Laboratory experiments designed to illustrate the effect of varying ingredients and treatment on the quality characteristics of food products. Objective testing methods are used to determine food quality characteristics.

**446C Physiochemical Aspects of Food, Laboratory.** Fall term. Credit one hour. S-U grades optional. Enrollment limited to 16 in





each section. Prerequisite or concurrent: HNF 446A. Laboratory, M or Th 1:25-4:25. Miss Armbruster.

Laboratory experiments designed to illustrate (a) the physicochemical behavior of colloidal systems; (b) chemical reactions of some food components; (c) effects of temperature, pH, moisture, inorganic salts, and enzymes on physicochemical changes in natural foods, food components, and food mixtures.

**456 Experimental Food Methods.** Spring term. Credit three hours. Enrollment limited to 16. Prerequisite: HNF 446A. A course in statistics and HNF 446C are desirable but not required. Laboratory, M W 1:25-4:25. Miss Armbruster.

Application of the scientific method in the design and performance of experimental food problems and in the interpretation and evaluation of results. Evaluation of the use of instruments, chemical and sensory methods in the measurement of food properties. Independent laboratory problems.

**478 Volume Food Production.** Fall term. Credit three hours. S-U grades optional. Prerequisites: HNF 231 and 378 and BS 290A. T 11:15 and Th 10:10-12:05. Miss Hopkins. Techniques for processing and production scheduling in quantity food production. Principles of sanitary food handling and holding of ingredients and menu items. Menu evaluation relative to production capacity costs and nutritive value. Field trips. Estimated cost \$5. Elected field trips may be arranged at additional cost.

**488 Volume Food Production Practice.** Fall and spring terms. Credit two hours. S-U grades optional. Prerequisite or concurrent: HNF 478 and permission of instructor before preregistration. Time to be arranged. Practice assignments in food production requiring approximately five hours. Conference hours to be arranged. Students should reserve one five-hour block of time, preferably 8:00-1:00. Practice experiences will be arranged in one of the food service units on campus, in health care facilities, and other community facilities for students to become familiar with quantity production and food service in an operating situation.

**492 Honors Seminar.** Spring term. Credit one hour. Open only to students admitted to the Human Nutrition and Food Honors program. Concurrent registration in HNF 431 required. Time to be arranged.

**493 Honors in Nutrition.** Fall term. Credit one hour. Concurrent registration in HNF 441 required. Open only to students in the Human Nutrition and Food Honors program. Time to be arranged.

**496 Honors in Food.** Fall term. Credit one hour. Concurrent registration in HNF 446A required. Open only to students in the Human

Nutrition and Food Honors program. Time to be arranged.

**499 Senior Honors Problem.** Fall and spring terms. Credit two to six hours. Open only to seniors in the Human Nutrition and Food Honors program. Hours to be arranged. Department faculty.

An independent literature, laboratory, or field investigation. The work should be spread over two semesters.

**500 Special Problems for Graduate Students.** Fall and spring terms. Credit and hours to be arranged. For graduate students recommended by their chairmen and approved by the instructor in charge for independent, advanced work. Experience in research laboratories in the Department may be arranged. Department faculty.

**501-504 Advanced Nutrition Series.** A series of nutrition courses offered jointly by the Department of Human Nutrition and Food, College of Human Ecology; the Departments of Animal and of Poultry Science, College of Agriculture; and the Graduate School of Nutrition. Prerequisites: courses in nutrition, physiology, and biochemistry to include intermediary metabolism, or with permission of instructor.

**501 Proteins and Amino Acids.** Fall term. Credit two hours. Register in Human Nutrition and Food 501. W F 10:10. Miss Morrison.

**502 Lipids and Carbohydrates.** Fall term. Credit two hours. Register in Poultry Science 502. T Th 11:15. Mr. Bensadoun.

**503 Nutritional Energetics.** Spring term. Credit two hours. Register in Animal Science 503. M W 10:10. Mr. Reid.

**504 Minerals and Vitamins.** Spring term. Credit two hours. Register in Poultry Science 504. T Th 11:15. Mr. Scott.

**506 Carbohydrate Chemistry.** Spring term. Credit two hours. S-U grades optional. Registration with permission of instructor. W F 11:15. Miss Lewis.

The chemistry and physicochemical properties of carbohydrates, including sugars, polysaccharides, and their complexes with lipids, proteins, and other food components. The functional role of the carbohydrates in food systems and their nutritional implications will be discussed as well as applications of carbohydrates in food processing.

**510 Special Topics in Nutrition.** Fall term. Credit one hour. Enrollment limited to 15. Registration with permission of instructor. Time to be arranged. Mrs. Clancy-Hepburn. For Fall 1972 the course deals with readings and discussion of various areas pertinent to community nutrition including biochemistry, ecology, social psychology, and community organization. The course may be repeated

for credit with permission of the instructor.

**512 Nutrition and Growth.** Spring term. Credit two hours. Prerequisite: HNF 231 or permission of instructor. T Th 9:05. Miss Newman.

Aspects of human physical and chemical growth of particular interest to nutritionists. Survey of methodology; comparison of individual growth patterns of selected body dimensions with group patterns; consideration of some of the variables, including diet, which influence growth.

**514 Readings in Nutrition.** Fall term. Credit three hours. Prerequisite: HNF 431 or permission of instructor. T Th 11:15 and an additional hour to be arranged. Mrs. Snook.

Critical review of literature on selected topics in the field of nutrition. Emphasis on human nutrition. May be repeated for credit with permission of the instructor.

**515 Seminar in Ecology of Human Nutrition and Food.** Spring term. Credit three hours. S-U grades optional. M W F 1:25 with an additional discussion period to be arranged. Mrs. Devine.

An introduction to food and nutrition for graduate students who have had limited or no work in this area. The seminar utilizes the lecture and discussion of HNF 115 as a basis for supplementary readings and critical review of research on selected nutritional problems.

**516 Readings in Food.** Fall term. Credit two hours. Prerequisite: HNF 446A or permission of instructor. F 7:30-9:30 p.m. or time may be arranged.

Critical review of selected topics in the current literature. Emphasis on experimental data and basic scientific principles underlying modern theory and practice relative to food quality. May be repeated for credit with permission of instructor.

**524 Research Methods in Human Metabolic Studies.** Spring term. Credit three hours. Prerequisites: HNF 431 or equivalent, laboratory experience in biochemistry or quantitative analysis, and permission of instructor. Lecture and laboratory, T Th 10:10-1:10. Miss Schwartz and Department faculty. Principles of human metabolic research; experimental design of human studies; dietary considerations; methods of collecting and analyzing biological material; and evaluation. Laboratory will include planning and management of a metabolic study, collection and the appropriate analyses of blood, urine, and feces.

**526 Special Topics in Food.** Spring term. Credit one hour. F 1:25 or time may be arranged. Misses Lewis and Armbruster.

For Spring 1973 the topic is a study of packaging materials used for food; their mechanical, thermal, and chemical properties; their

application for specific food requirements. May be repeated for credit with permission of instructor.

**568 Special Topics in Dietetics.** Fall term. Credit two hours. Registration with permission of instructor. May be repeated for credit with permission of instructor. T 11:15-1:10. Miss Hopkins.

For fall 1972 the topic is: consultation techniques for dietitians.

**[578 Data Processing Applied to Dietary Department Administration.** Fall term. Credit two hours. Prerequisite: HNF 478 or permission of instructor. Th 11:15-1:10. Not offered 1972-73.

Includes an introduction to the fundamental elements and functions of data processing equipment; basic concepts of programming, development of programs for the procurement and issuing of food commodities, the processing of ingredients, and the scheduling of departmental resources as related to automatic data processing.]

**[588 Advanced Layout and Equipment Selection for Dietary Departments.** Spring term. Credit two hours. Prerequisite: HNF 388 or permission of instructor. Th 2:30-4:25. Not offered 1972-73.

Current trends in facilities and systems in dietary departments with projections for future development. Field trip. Estimated cost \$5.]

**599 Master's Thesis and Research.** Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Enrollment with permission of the instructor. Misses Armbruster, Bowering, Hester, Mondy, Morrison, Newman, Rivers, Schwartz, and Young; Mrs. Devine, Mrs. Roe, Mrs. Sanjur, Mrs. Snook, and Mrs. Visnyei; and Mr. Lutwak.

**605 Seminar in Human Nutrition and Food.** Fall and spring terms. Credit one hour. T 4:30. Miss Mondy and Mrs. Sanjur.

**699 Doctor's Thesis and Research.** Fall and spring terms. Credit and hours to be arranged. S-U grades optional. Enrollment with permission of the instructor. Misses Armbruster, Bowering, Hester, Mondy, Morrison, Newman, Rivers, Schwartz, and Young; Mrs. Devine, Mrs. Roe, Mrs. Sanjur, and Mrs. Snook; and Mr. Lutwak.

## Peace Corps— Colombia Intern Program

The College of Human Ecology cooperates with other divisions of the University in a Peace Corps Training Program. In 1972-73, the responsibility for the direction of on-campus courses rests with the College.

An intern trainee may participate in any or all of the courses listed below.

Students in Human Ecology should note that these courses will be counted as State College electives. They may not be used to meet the fifteen credits in Human Ecology which are required outside the student's major nor may they be used to meet the forty credits required in Human Ecology.

**335 Survey of Agricultural, Nutritional, and Home Development Projects in Colombia.** Fall term. Credit one hour. Mr. Rhodes. Orientation in Colombian geography, politics, and culture.

**356 Study of Socio-Economic-Political Environment of Colombia.** Spring term. Credit three hours. Mr. Rhodes. Study of socio-economic-political environment of Colombia and how intern volunteers might better relate to this environment as agricultural, nutritional, or home development specialists.

**357 Idiomatic Spanish Terminology.** Fall term. Credit two hours. Mr. Rhodes. Idiomatic Spanish terminology basic to an understanding of Colombian peasant culture.

**358 Idiomatic Spanish Terminology.** Spring term. Credit three hours. Mr. Rhodes. Idiomatic Spanish terminology, basic structures, and conversational patterns of Spanish used by Colombian peasants. Agricultural and nutritional terminology and usages basic to the work of agricultural, nutritional, or home development extensionists.

**359 Intersession Program.** Intersession. Credit one hour. Mr. Rhodes. Interim period intensive training program. Exercises in cross-cultural communications, structured to facilitate adaptation to living conditions within a Latin culture and develop cultural sensitivity. Community field experience in upstate New York.

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 Charles E. Palm, Ph.D., Dean of the College of Agriculture and Life Sciences; Professor of Entomology, College of Agriculture and Life Sciences

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College of Architecture, Art and Planning  
College of Arts and Sciences  
Department of Asian Studies  
Field of Education  
College of Engineering  
School of Hotel Administration  
New York State College of Human  
Ecology  
New York State School of Industrial and  
Labor Relations  
Officer Education (ROTC)  
Summer Session

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Graduate School: Course Descriptions  
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New York State Veterinary College  
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Cornell University-New York Hospital  
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Graduate School of Medical Sciences  
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Requests for the publications listed above  
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